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ABSTRACT

Because most of the approximately 100 stress-challenge programs exclusively serving delinquent youth are funded partially or wholly by public funds and therefore require evaluation, a need exists for a comprehensive model which evaluates not only program outputs, but also program operations and inputs. The feasibility and flexibility of a four-component evaluation model (program profile employing participant observation, participant profile containing analysis of demographic data, analysis of pre- and post-test data, and recidivism study) is confirmed by evaluating two stress-challenge programs for delinquent youth funded by the Illinois Law Enforcement Commission. Evaluations of Program A (police-sponsored weekend trips for youth from one upper middle class community) and Program B (two-week expeditions for youth from seven counties, operated through a community college) demonstrate the model's usefulness in constructing program profiles containing information on philosophical foundations, educational design, operations and emergency procedures, administrative details, and special and standard program components, which are data vital in interpreting recidivism rates, test scores and participants' demographics. Recommendations concerning development of future programs include the necessity for internal evaluation procedures, clarification of methods, treatments and program philosophy, and experience-sharing between programs. Appendices provide forms, questionnaires, and testing materials. (NEC)

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AN EVALUATION OF TWO STRESS-CHALLENGE PROGRAMS FOR DELINQUENT YOUTH

by

Sarah H. Andrew

A.B. in English, Grinnell College, 1971

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A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Science

Department of Forestry
in the Graduate School
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CHAPTER I

INTRODUCTION

The number of environmental stress-challenge programs serving delinquent youth has grown considerably over the last five years. In his master's thesis, "Affective Role Expectations for Delinquent Youth in Environmental Stress-Challenge Programs," Theodore F. Wichmann (1976) surveyed fifty-eight programs accepting delinquent youth. In addition to these, approximately ten other programs accepting delinquent youth were obtained from participant listings for the 4th Annual Experiential Education Conference in Kingston, Ontario, October, 1976 and the Role of the Wilderness Experience in the Treatment of Youthful Offenders Conference in Carbondale, Illinois, March, 1977.

These environmental stress-challenge programs fall into the broad category of innovative or community programs as contrasted to incarceration. The majority of these programs are conducted with state and federal funds. As noted by the National Advisory Commission on Criminal Justice in 1973:

> These programs have been generated pragmatically, usually with little or no reference to theory or experience. To this day, neither the concepts nor the method to evaluate or develop these programs with research support has been found. Many are expensive and elaborate; they cannot survive without proof of their effectiveness, which is impossible to demonstrate at a moment's notice...(pp. 532-33).

Research and evaluation pertaining specifically to environmental stress-challenge programs is limited. As discussed in the following chapter, only a few studies related to environmental stress-challenge programs were discovered and no comprehensive evaluation model which covers all aspects of programming was available. This study attempts to provide such a comprehensive evaluation model and to demonstrate the potential of the model through two specific evaluations.

Statement of the Problem

The evaluation model developed in "An Evaluation of Two Stress-Challenge Programs for Delinquent Youth" contains four parts.

1. A program profile based on program processes.
2. A participant profile containing an analysis of demographic data.
3. An analysis of pre- and post-test data.
4. A recidivism study.

The evaluation of Program A consists of all four parts of the evaluation model. The evaluation of Program B contains the first three parts of the model.

The null hypotheses state:

1. At Program A and at Program B there will be no significant difference at the .01 and at the .05 level in pre- and post-tests for attitudinal growth as measured by the Jesness Inventory.
2. At Program A and at Program B there will be no significant difference at the .01 and at the .05 level in pre- and post-tests for improved self-concept as measured by the Tennessee Self Concept Scales.
3. At Program A and at Program B there will be no significant difference at the .01 and at the .05 level in pre- and post-test scores on the Asocialization Scale of the Jesness Inventory.
4. At Program A there will be no significant difference at the .01 and the .05 level in recidivism data for program participants and and non-participants.

Significance of the Study

Researchers in environmental stress-challenge programming consistently voice a concern regarding the quality of new and emerging programs. Robert J. Pieh (Note 1), founder and former director of the Minnesota Outward Bound School and founder and present director of the Canadian Outward Bound Wilderness School, as well as Professor of Education, Queen's University, stressed this need for evaluation.

> The Outward Bound ideology is compelling, persuasive and facilitating. It can also be destructive and obstructive. It can cut deeply and not heal. The philosophy and articulation of ends and means must be understood beyond cliches. Otherwise, imitation, gimmickry and labels or crutches, not walking sticks, take over. When understanding vanishes in euphoria, any form of experiential learning becomes impossible because we limit our capacity for experience and for transfer.

Thomas R. Yahraes (1974) in his master's thesis, "The Role of Underway in Developing Self-Awareness Among a Group of Adolescent Females," also noted that the development of successful stress-challenge programs was dependent on clarification of objectives, methods and activities.

In his master's thesis, "Affective Role Expectations for Delinquent Youth in Environmental Stress-Challenge Programs," Theodore F. Wichmann (1976) recommends research to develop an evaluation model for environmental stress-challenge programs for delinquent youth.

The special requirements and responsibilities inherent in programming for delinquent and pre-delinquent populations add urgency to the need to develop adequate means of evaluation.

There are two philosophically different approaches to evaluation of diversionary programs for delinquent youth. One suggests evaluation be quantitative and produce "hard data" to validate a program. This results in recidivism data and self-concept measures. On the other hand, the stress-challenge experience is largely affective and definitely experiential and if evaluators expect to answer the larger question of "why" stress-challenge programs reduce recidivism or improve self-concept, the evaluation must become more humanistic and personal. Without understanding the quality and nature of a specific program and its processes, and how these processes contribute or detract from the achievement of program goals and objectives, recidivism data and pre- and post-test results are not very meaningful.

Forthcoming evaluation of stress-challenge programs for delinquent youth is likely to be conducted by outsiders, experts in evaluation, or by program personnel, usually experts in outdoor education or youth counseling. The former are often excessively objective and the latter often excessively subjective. The research in this study was conducted by three persons experienced in education, stress-challenge programming and evaluation: Dr. Paul Yambert, Professor of Forestry, Southern Illinois University; Ted Wichmann, currently Director of the Underway Program, Forestry Department, Southern Illinois University; Sarah Andrew, Master's Degree Candidate, Forestry Department, Southern Illinois University; and Tom Yahraes, Director of the Underway Program, Southern Illinois University. This study is an attempt to develop a practical evaluation model to interpret empirical/quantitative data through process analysis tailored specifically to stress-challenge programs for delinquent youth. An attempt to develop a realistic set of criteria for evaluation of program processes has been developed for this purpose. This set of criteria also offers standards and guidelines for development in present and future programs.

Assumptions of the Study

The following assumptions were fundamental to this study:

1. Pre- and post-testing with the Tennessee Self Concept Scale and the Jesness Inventory will provide data regarding participants' growth in self-concept, positive attitude, and level of asocialization.
2. Recidivism data can be collected for participants and for a representative control group which will aid in determining program effectiveness.
3. Demographic data are available on program participants which can provide an adequate participant profile.
4. No comprehensive evaluation model for environmental stress-challenge programs for delinquent and pre-delinquent populations currently exists.
5. The participant observer research method utilizing the checklist of program processes will provide comprehensive and realistic data and also aid in interpretation of test and recidivism data.
6. A checklist of program processes based on Outward Bound Schools and Outward Bound adaptive programs can be developed which will provide a baseline framework for program processes evaluation.

Limitations of the Study

The primary limitations of this study were identified as follows:

1. Evaluation was not voluntary, but required by the Illinois Law Enforcement Commission, the programs' funding source. Desire on the part of program personnel to receive a good

evaluation might have affected the evaluation results since evaluation in many instances was based on records provided by program staff. In addition, testing and participant observation also required the cooperation of program staff.

2. Time and location for pre- and post-testing was not built into original program designs; consequently, testing required alterations in planned programming. For example, immediate departure to a semi-wilderness site, immersion, is sometimes a program component used at Program B. In order to accommodate testing, youth spent two hours in pre-testing prior to any program activities.
3. Participants' reception of testing could be affected by instructors' defensive and/or negative attitude toward the evaluation procedures.
4. Collection of sufficient data to select a stratified sample for a control group in the recidivism study depended on records of staff and referral agencies.
5. Participant-observation requires total personal involvement in program activities and also requires objectivity when analyzing program processes.
6. Identification of all significant variables was difficult especially at Program A where youth participated in a variety of types and numbers of courses. Program A attempts to involve youth in a series of stress-challenge experiences. However, the program incorporates no specific planned sequence of experiences. Some youth tested were involved in 10-15 experiences, others were novices to the stress-challenge experience.

Definition of Terms

Terms used frequently or terms essential to the understanding of this study are defined operationally as follows:

1. Stress-challenge concept: the stress-challenge concept suggests that through a graduated series of physical and psychological challenges which induce stress, self-confidence is increased.
2. Outward Bound adaptive program: a program which utilizes, without significant change, the philosophy and methods of the national Outward Bound schools; even though the specific activities and program design may be modified to meet local needs.
3. Delinquent youth: adolescents who have had contact with law enforcement officials or representatives of the court or youth who have been referred by family or school personnel to some agency or program due to behavior problems.
4. Experiential education: education in which holistic experiences serve as a teacher and traditional teachers and instructors become facilitators.
5. Facilitator: a person who assumes responsibility for guiding a group's development.
6. Small group process: activities designed to mold six to twelve individuals into a group capable of cohesion, cooperation and problem-solving.
7. Recidivism: recidivism includes criminal acts which result in reconviction, technical violations of probation or parole in which a sentencing or paroling authority takes action that

results in an adverse change in the offender's legal status and a return to delinquent or socially unacceptable behavior resulting in police contact and/or station adjustment with no immediate change in legal status.

8. Camper day: approximately twenty-four hours per one participant. Thus, ten participants spending ten days in planned activities equals 100 camper days.

Design of the Study

This study is an evaluation in the sense that Scriven (1967) outlines. The purpose of evaluation is to gather data on participants' behavior and combine those data with a weighted set of goal scales to provide an overall look at a specific program. Evaluation is, therefore, both formative and summative. In "An Evaluation of Two Stress-Challenge Programs for Delinquent Youth," behavior of participants and expressed program goals and objectives are compared by looking at program processes. Program operations and outcomes are measured quantitatively and qualitatively.

In order to evaluate the two programs in this study, a variety of techniques were utilized. The evaluation of each program consists of: (1) a program profile; (2) a participant profile; and (3) pre- and post-testing for growth in self-concept and attitudinal change. The evaluation of Program A contains a recidivism study.

The first evaluation component, the program profile, is based on participant-observation. This method of research was chosen because when used in conjunction with other methods, as is the case in this evaluation, participant observation "becomes a triangulated methodology" (Denzin, 1970, p. 365). This type of research is conducive to a more comprehensive understanding of data and, therefore, a sound interpretation of the findings.

A second evaluation technique, demographic classification, produced the participant profile. Data for the participant profile at Program A was drawn from the funding agency's report forms. Data for the participant profile at Program B was drawn from the funding agency's report forms and a questionnaire mailed by the evaluators to sponsoring agencies.

Pre- and post-testing comprised the third evaluation component. Two standardized instruments, the Jesness Inventory including the Asocialization Scale, and the Tennessee Self Concept Scale, were used in pre- and post-test format. The statistical analysis of the pre- and post-testing employs the student's t as formulated by William Seely Gosset (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975).

A recidivism study was conducted at Program A. An experimental and a control group were established for participants and non-participants respectively. Absolute frequencies for each type of offense committed during the seven month follow-up period are reported for each group, as well as a recidivism rate for each group.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study is to provide an evaluation model which can be applied in the evaluation of two stress-challenge programs for delinquent youth. "An Evaluation of Two Stress-Challenge Programs for Delinquent Youth" will compare participants' behavior with stated goals and objectives of the two programs. In addition, the program processes operative in the two programs will be analyzed. It was anticipated that this two-fold approach will produce a more accurate and more comprehensive evaluation.

This review of related literature is divided into four parts: (1) Outward Bound and the stress-challenge concept, (2) studies of delinquent youth's performance in stress-challenge programs, (3) descriptive reports on stress-challenge programs for delinquent youth, and (4) evaluation of stress-challenge programs for delinquent youth.

Outward Bound and the Stress-Challenge Concept

In 1910, William James, British educator and philosopher, wrote an essay, "The Moral Equivalent of War" (pp. 115-22). In it, he observed that during war, the moral character of man developed as a result of stress. In addition the war effort depended on man's ability to work together in small groups to develop both comradery and cooperation. James suggested that in modern society, where man had become alienated from his natural environment, nature could provide an equivalent stress to that of war. James proposed that encountering nature in small groups would allow man to pursue a common cause and at the same time enhance the development of order, discipline, physical fitness, responsibility and a devotion to the natural environment.

Dr. Kurt Hahn practiced James' philosophy in Germany as Headmaster of the Salem School. After he fled to Great Britain in 1933, he founded the Gordonstown School where he incorporated the principles of William James (Summers, 1970, pp. 67-68). During World War II, the Gordonstown School moved from Marayshire to Wales. Here, students engaged in activities such as schooner voyages, Finland sledge expeditions and public services including coastguarding and fire fighting (Rohrs and Tunstall-Behrens, 1970, pp. xx-xxi).

In 1946, Kurt Hahn and others established the Outward Bound Trust and the first Outward Bound School at Gordonstown. Since then over thirty schools have been established all over the world. Among these are the seven schools in the United States. The first U.S. school was Colorado Outward Bound School in 1961. To date, over 450 adaptive programs have been established.

Studies of Delinquent Youth's Performance in Stress-Challenge Programs

Several studies of delinquent youth in stress-challenge programs were found. The definition of delinquent is that which is used throughout this study and includes any youth who because of their behavior have been in contact with police or law enforcement officials or have been referred by family or school for special treatment or to special programs. The majority of the empirical studies found relate to participants' improved self-concept and attitude toward authority or are studies of recidivism rates of participants as contrasted to control groups.

A number of studies which dealt with the self-concepts of underachievers and potential school drop-outs were found. Since school-related problems are of particular interest (Haskell and Yablonsky, 1974, pp. 122-25). Denver East High School began an Outward Bound adaptive Senior Seminar in 1969 in an attempt to reduce the school's drop-out rate. The participants in the Senior Seminar in 1970 had a drop-out rate of 2.2% as contrasted to 11.5% for the remainder of the senior class. The school-wide drop-out rate was reduced in 1973 to 13.3%, while in 1969 it was 23.7% (Elledge, Note 2).

Schroeder and Lee of Princeton University (Note 3) studied a group of forty underprivileged inner-city youth from Trenton, New Jersey who were labeled as low achievers and potential drop-outs. Using a control group Schroeder and Lee concluded the participants in the Outward Bound adaptive program, Action Bound, improved significantly in: (1) attitude toward self; (2) attitude toward peers and authorities; and (3) goal setting and maturity of goals.

Another study of a program for potential drop-outs was "Dare to Care" conducted by Naches and Roberts (Note 4), psychologists on the staff of Adams County School District Number 14 in Colorado. They used the High School Personality Questionnaire, a Students Attitude Survey and a Staff Rating Scale with three groups of students: (1) top students, (2) volunteers, and (3) potential drop-outs. All three groups became more sensitive, more assertive, more tender-minded and more self-controlled. The gains for the potential drop-outs were greatest.

Another program, Manpower Challenge, developed in 1968 by the Adolph Coors Company and the Colorado Outward Bound School (Note 5) was designed as pre-job training for hard-core unemployed. Between 1968 and 1971, 107 trainees and 23 supervisors participated in a specially designed Outward Bound course with a ninety-day work-counseling period, followed by full-time employment. By the end of 1971, 71% were still employed.

Several studies of the effect of stress-challenge programs adapted for mental patients and emotionally disturbed youth were discovered. One program for emotionally disturbed youth is Camp Woodland Springs, ninety miles east of Dallas, in operation since 1946. The program is for boys six to sixteen. The boys live in a primitive semi-wilderness setting for six months to three years. They cook their meals, build shelters and plan expeditions up to nine hundred miles long. Wilbur Breining of North Texas University conducted a study of Camp Woodland Springs using interviews with the boys, their parents and their teachers. These data were used by a special committee concerned with post-camp adjustment. It was found that 70.8% of the boys interviewed were classified as making good to excellent post-camp adjustment (Loughmiller, 1965).

Most of the studies found were concerned with the positive growth of "juvenile delinquent" participants. These participants were delinquent in the legal sense of having been pronounced delinquent by the juvenile court.

From 1965 to 1966, the Massachusetts Division of Youth Services sent 100 adjudicated youth to Colorado, Minnesota and Hurricane Island Outward Bound Schools. Extensive research done by Baer and Kelly (1968) of Boston College revealed that after nine months, the recidivism rate for participants was 20% while the control group from Lyman Training School had a recidivism rate of 42%. In 1969, the Division of Youth Services established their own stress-challenge program, Homeward Bound. A fourteen month follow-up study by Willman and Chun (1973) showed that the experimental group at Homeward Bound had a recidivism rate of 20.8% while the control group, again from Lyman Training School, had a recidivism rate of 42.8%. When the juvenile institutions in Massachusetts were closed, Homeward Bound remained open and still operates today.

Urban Bound (Note 6), an adaptive program sponsored by the Juvenile Court of Denver, 1967 to 1968, included a wilderness adventure experience with a city-based follow-up. At the end of the year, twenty-two of the thirty-two participants had not recidivated. Three of the ten who did have contact with the courts after the program, were back in school within a year, two had jobs, one was considered to be improving in ability to relate and only five showed no positive effects.

In 1973, Thorstenson and Heaps (1973) studied a program offering training in survival skills at Brigham Young University. The participants were thirty-two males and fifty females including youth on academic suspension, drug users and juvenile delinquents. Data was collected from the Counseling Form of the Tennessee Self Concept Scale. It revealed a positive change in self-esteem at the .01 level on each of the eight subscales.

Collingwood (1972) studied nineteen juvenile delinquents from the Arkansas Rehabilitation and Research Training Center who had participated in a three week stress-challenge program. Using the scores on physical fitness tests, the Body Attitude Scale, Bill's Index of

Adjustment and Values, Rotter's I/E Scale, the Jesness Inventory, the Behavioral Problems Checklist and the Behavioral Rating Inventory, he found positive change in all measures. Self-concept scores and physical fitness tests were especially significant. Samuel Bernstein (1973) studied twenty-four adjudicated delinquents from the St. Louis County Juvenile Court. Through extensive pre- and post-testing, he determined demographic and personality characteristics of participants which are most highly correlated with significant change in attitude and growth in self-concept.

Descriptive Reports of Stress-Challenge Programs for Delinquent Youth

Two survey studies of stress-challenge programs for delinquent youth were found. "Wilderness Training as an Alternative to Incarceration" describes a variety of stress-challenge programs for delinquent youth throughout the United States. The authors offer explanations of trends, recommendations for success and a summary of pertinent observations (Dodge, 1975).

Theodore Wichmann (1976) in a normative survey explores role expectations held by instructors and directors for delinquent youth. This is the only study found which examines the educational principles and theories operative in stress-challenge programming. The information derived from an extensive questionnaire also includes a summary of program components used in fifty-eight programs for delinquent youth.

A few reports of stress-challenge programs for delinquent youth were found which did not include any research data, but did include pertinent material regarding program components and program processes especially relevant for delinquent youth.

The Stockton Community Parole Center, operated by the California Youth Authority has conducted a program similar to Homeward Bound since July, 1971. In addition to wilderness activities there is a heavy emphasis on group process. The wilderness experience is followed with sixty days living in a group home and counseling (University of California, Note 7).

Another comprehensive program developed in 1972 by the Urban League of New York City (Note 8) was funded by the Law Enforcement Assistance Act. The staff were trained at Hurricane Island Outward Bound School. A recruiting and selection procedure was developed. Heavy drug users and youth with major offenses against persons were screened from the study. Advocates handled preparation and paperwork for participants. The wilderness phase took place in the Catskills. The last phase was back in the city with the advocate seeking appropriate placement.

The Ontario Ministry of Correctional Services also established a program very similar to Homeward Bound in Massachusetts. Project D.A.R.E. (Development through Adventure, Responsibility and Education) (Note 9) is a specialized training school program. D.A.R.E. is a fifty-six day program from which "open-ended graduation" is possible upon completion.

Evaluation of Stress-Challenge Programs for Delinquent Youth

Only one evaluation of a stress-challenge program designed and developed specifically for delinquent youth was found. The studies which focus on one aspect of the program such as self-concept are not included in this section of the review of literature because they are studies of performance of participants in the stress-challenge program.

This is only one aspect of evaluation. Program components, processes, methods, staff and administration as well as participant performance comprise evaluation.

The Evaluation Report: Outward Bound Pilot Project, Town of Greece, New York Youth Bureau, Parts I and II, 1975-76 (Note 10), is a comprehensive review of all aspects of programming. This evaluation is a self-evaluation conducted by program personnel and included quantitative data as well as qualitative data. Each phase of the program, from development to follow-up is discussed. The program consisted of orientation conducted by the Greece Youth Bureau and including the Coopersmith Self-Esteem Inventory as a pre-test, the standard Outward Bound course at North Carolina Outward Bound School, and a follow-up which included the post-test. Unfortunately, the number of participants was so small, six, that none of the quantitative data are highly significant. However, the beginnings of an evaluation model are seen in this report. This study, "An Evaluation of Two Stress-Challenge Programs for Delinquent Youth," hopefully, will contribute further to the development of a comprehensive evaluation model to be used for stress-challenge programs for delinquent youth.

CHAPTER III

DESCRIPTION OF THE STUDY

The primary objective of this study is to provide a model for assessing the impact of stress-challenge programs designed for delinquent youth. A multivariate design incorporating a number of methodologies is employed in order to focus on the complex nature of stress-challenge programs. Behavioral data are compared with expressed objectives and established standards. Attention is concentrated on program processes. Specifically the evaluation model includes a program profile, a participant profile, pre- and post-test data and a recidivism study. The model is described as it was applied in the evaluation of two stress-challenge programs funded by the Illinois Law Enforcement Commission. The two complete evaluations comprise Chapters IV and V of this study.

Program Profile

The Participant Observation Method

Participant observation is the research method used to provide the bulk of data for this component. This approach allows for analysis of program operations. A study of operations in conjunction with the more traditional analysis of outcomes offers an opportunity for more meaningful interpretation and therefore a more comprehensive evaluation (Denzin, 1970).

While participant observation has many overriding advantages, it does have some disadvantages. One drawback of concern in this study is the method of presentation of data. The program profile serves as a means of relating all findings gleaned from participant observation. Following Denzin's definition of participant observation, the program profile includes information from interviews conducted with program staff and others directly involved in the program, analysis of documents such as the Illinois Law Enforcement Commission Grant Applications and other Illinois Law Enforcement Commission forms, analysis of any standard program forms and printed material, and direct observation occurring during participation in programming.

Development of the Program Processes Checklist for Participant Observation

A checklist of indices developed by the research/evaluation team was used for observation and interviews and provides the format for the program profile. The checklist is based on the original Outward Bound model developed by Kurt Hahn at Gordonstoun School, Marayshire, England, the subsequent Aberdovey Outward Bound School (Rohrs and Tunstall-Behrens, 1970), the "Outward Bound Instructional Objectives" written at the National Outward Bound School and Program Directors' Meeting in Texas in November of 1973 (Note 11), the Minnesota Outward Bound School Instructor Handbook (1975), The Instructor's Handbook North Carolina Outward Bound School (1976), "Role Expectations for Delinquent Youth in Environmental Stress-Challenge Programs" (Wichmann, 1976), and the processes and practices of programs in which the evaluators have been directly involved. The following lists those programs:

Programs Specifically for Delinquent Youth

- Operation Breakout, Cedar Hill, Missouri
- Project D.A.R.E., South River, Ontario
- Homeward Bound, Brewster, Massachusetts
- The Connecticut Wilderness School, East Hartland, Connecticut
- The Underway Program, Carbondale, Illinois

Osage Expeditions, Jefferson City, Missouri

Project G.I.G., Butler, Pennsylvania

Programs Accepting Delinquent Youth

Minnesota Outward Bound School, Ely, Minnesota

North Carolina Outward Bound School, Morganton, North Carolina

Project Appollo, Murray, Kentucky

The checklist (Figure 1) provides a baseline for measuring program processes. All programs do not incorporate all aspects of each subpoint; a program which did would be ideal. However, no awareness of, no effort toward and no substitute for these subpoints suggest a program at the opposite end of the spectrum.

FIGURE 1

PROGRAM PROCESSES CHECKLIST

1. Effective Understanding and Adaptation of the Outward Bound Philosophy, Methodology and Activities as Demonstrated by:
    - 1.1. The Small Group Process in Experiential Learning.
    - 1.2. Immediate Application of Skills in Graduated Stress-Challenge Situations.
    - 1.3. Learning in and from a Simple, Objective, and Immediate, Natural Environment.
    - 1.4. Performance-Centered Guidance Approach.
    - 1.5. A Wide Range of Challenges Including Such Activities as Initiative Courses, Orienteering, Rappelling, etc.
    - 1.6. Challenge Appropriately Geared to a Specific Population.
    - 1.7. Flexibility, Innovation and Creativity Rather than Dogmatic Regimentation.
    - 1.8. Community Involvement and Service.
    - 1.9. Opportunities for Progressively Greater Self-Reliance.
    - 1.10. Activity Sequence Conducive to Evolution of an Environmental Ethic.

2. Effective Educational Design of Project Objectives and Evaluation.
    - 2.1. Activities are Integrally Related to Expressed Objectives.
    - 2.2. Objectives Include Behavior Indicators as well as Desired Outcomes.
    - 2.3. Objectives Reflect the Special Needs of the Projects' Specific Populations.
    - 2.4. Opportunities for Successful Experiences Provided for All Participants.
    - 2.5. Instructor Awareness of Participant Programs or Regression.
    - 2.6. Encouragement and Vehicles for Individuals to Evaluate Their Own Progress and Success.

(FIGURE 1 - Continued)

3. Established Operational and Emergency Procedures.
    - 3.1. A Comprehensive Staff Manual Including All Procedures and Related Information.
    - 3.2. Participants' Personal Data Sheets Always Readily Available to Immediate Supervisors.
    - 3.3. Standard Operational Procedures.
    - 3.4. Expedition and Base Camp Emergency Procedures.
    - 3.5. Appropriate Safety Rules for All Potentially Dangerous Activities Such as Climbing, White-Water, Solo, etc.
    - 3.6. Adequate Equipment and Systems Used, Especially for Climbing, Rappelling and Belaying.
    - 3.7. Responsibility and Liability are Understood and Situations Requiring Direct and Indirect Supervision are Differentiated.
    - 3.8. Project Runaways or Drop-Outs are Not Treated as Immediate Failures.

4. Staff Competency.
    - 4.1. Staff Competency in Search and Rescue.
    - 4.2. Staff Competency in Life Saving.
    - 4.3. Staff Competency in Emergency Medical Care.
    - 4.4. Staff Technical Competency (Ropes, Knots, etc.).
    - 4.5. Staff Teaching Skill (Both Methods and Philosophy).
    - 4.6. Staff Commitment to Program Objectives and Methods.
    - 4.7. Staff Competency in Group Dynamics (Among Peers and Participants).
    - 4.8. Staff Competency in Anticipating and Preventing Emergency Situations.
    - 4.9. Staff Competency in Adapting to Changing Situations Both External to the Group and Within It.

(FIGURE 1 - Continued)

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5. Administrative Details.
    - 5.1. Completion of Illinois Law Enforcement Commission Data Forms.
    - 5.2. Adequate Insurance.
    - 5.3. Adequate Financial Records Kept.
    - 5.4. Appropriate Application and Medical Forms.

6. Special Project Components Designed to Meet the Specific Needs of Delinquent and/or Pre-Delinquent Population.
    - 6.1. Selection Criteria Based on Documented Experience and Expressed Objectives Rather than Folklore and Anecdotal Information.
    - 6.2. Selection Criteria Which are Well Understood by Agency Professionals.
    - 6.3. Agency Professional Staff Orientation Programs Incorporating Both Experience and Philosophy.
    - 6.4. Student Orientation Programs Which Provide an Introduction to the Experience.
    - 6.5. A Sense of Continuity Between the Follow-Up and the Stress-Challenge Component.
    - 6.6. Opportunity to Channel Any Sense of Accomplishment Resulting from the Experience.
    - 6.7. Hot-Line Advocacy with Provisions for Crisis Intervention.

7. Program Components.
    - 7.1. Immersion.
    - 7.2. Emergency Care Training.
    - 7.3. Outdoor Skills Training.
    - 7.4. Base Camp Phase.

(FIGURE 1 - Continued)

7.5. Wilderness Expedition.
7.6. Urban Experience.
7.7. Solo.
7.8. Marathon.
7.9. Youth Leaders.

Participant Profile

Data Collection

The participant profile consists of demographic classification. Data for this component in each of the evaluations were obtained from the Illinois Law Enforcement Commission Monthly Report Forms, Part C: Client Data (see Appendix A). Selected variables from these forms were used in each profile. Program A, operating under the jurisdiction of a town police department and youth center was able to provide data for all variables. Program B, drawing youth from a number of agencies in seven counties could provide consistent data for only three variables: age, sex and race. Further data on Program B participants were obtained from 72 questionnaires sent to 17 agencies sponsoring 72 participants. This questionnaire was based on the Illinois Department of Corrections "Face Sheet" (see Appendix B). A list of sponsoring agencies was obtained from the director of Program B. Fourteen agencies responded with a total of 47 questionnaires. Sponsors of six youth were incorrectly listed according to responses from two agencies. Information gathered from the questionnaires was added to information on the Illinois Law Enforcement Commission Monthly Report Forms, Part C: Client Data.

Analysis of Data

The Statistical Package for the Social Sciences (Nie et al., 1975) was utilized to perform data analysis in this study. Absolute and cumulative frequencies were calculated for each variable. The participant profile at Program A consists of the following variables: age, sex, race, school status, employment status, income/month, living arrangements, legal violations, juvenile problems and disposition of legal violations. The participant profile at Program B consists of the following variables: age, sex, race, school status, years of school completed, living arrangements, legal violations, juvenile problems, and disposition of legal violations.

Pre- and Post-Testing

Pre- and post-testing was conducted at both Program A and Program B using the Tennessee Self Concept Scale and the Jesness Inventory.

Evaluation Instruments

Tennessee Self Concept Scale. The Tennessee Self Concept Scale developed by William Fitts measures self-concept and self-criticism. The clinical and research form used in this study produces thirty profiled scores:

Self-Criticism
True/False Ratio
Net Conflict
Total Conflict
Total Positive
Positive Row 1 - Identity
Positive Row 2 - Self-Satisfaction
Positive Row 3 - Behavior
Positive Column A - Physical Self
Positive Column B - Moral-Ethical Self
Positive Column C - Personal Self
Positive Column D - Family Self
Positive Column E - Social Self
Total Variability

Column (Physical, Moral-Ethical, Personal, Family, and Social Self)
Variability

Row (Identity, Self-Satisfaction, Behavior) Variability

Distribution

Number of 5's (Completely True)

Number of 4's (Mostly True)

Number of 3's (Partly False and Partly True)

Number of 2's (Mostly False)

Number of 1's (Completely False)

EMPIRICAL SCALES:

Defensive Positive

General Maladjustment

Psychosis

Personality Disorder

Neurosis

Personality Integration

The Jesness Inventory. The Jesness Inventory was constructed by Carl J. Jesness to distinguish delinquents from non-delinquents, provide a description and classification of personality for delinquents and non-delinquents and provide a means of measuring personality changes in research studies. The inventory produces eleven scale scores:

Social Maladjustment

Value Orientation

Immaturity

Autism

Alienation

Manifest Aggression

Withdrawal

Social Anxiety

Repression

Denial

Asocialization

The vocabulary is designed for reading comprehension as low as that of an eight year old.

Validity of the "Hybrid" Testing Approach

The Tennessee Self Concept Scale has been used widely as a measure of self-esteem. The Tennessee Self Concept Scale has been correlated highly with the Minnesota Multiphasic Personality Inventory, The Edwards Personal Preference Schedule, the Minnesota Teacher Attitude Inventory, Isard's Self Rating Positive Affect Scale, and the Kell-Hoefline Incomplete Sentence Blank. The Tennessee Self Concept Scale is used with all populations. The Jesness Inventory was chosen in conjunction with the Tennessee Self Concept Scale because it was developed specifically for research with delinquent populations. The Jesness Inventory can also be used with persons with low reading comprehension. The Jesness Inventory has been correlated with just one instrument, the California Personality Inventory.

The Jesness Inventory and the Tennessee Self Concept Scale were selected for this evaluation in an attempt to gain the advantages of both instruments. Table 1 shows the postulated advantages of this "hybrid" testing approach.

Fifty-four youth from the two programs evaluated completed both The Jesness Inventory and the Tennessee Self Concept Scale. Their scores were converted to T-scores or standard scores. The Statistical Package

TABLE 1

"Hybrid" Testing

	Reliability		Validity						Norms		Design	
	Split-half	Test-retest	MMPI	Edwards	Minnesota Teacher Attitude	Izard's	Kell-Hoefline	CPI	Number	Age	Age	Background
Tennessee Self Concept Scale		.88	.60	.30	.53	.58	.58		626	12-68	All	normal
The Jesness Inventory	.71	.70						.60	1886	8-19	adolescent	delinquent

for the Social Sciences (Nie et al., 1975) was used to compute the Pearson product-moment correlation for 209 designated paired scores. Table 2 shows the correlations of 19 Tennessee Self Concept Scale scores in pre-testing with 11 scores on the Jesness Inventory in pre-testing. Table 3 shows correlations of post-test Tennessee Self Concept Scale scores with post-test scores on The Jesness Inventory.

Correlations are generally high where expected. For example, a high score on Total Positive for the Tennessee Self Concept Scale indicates high self-esteem and a high score on Social Maladjustment for The Jesness Inventory indicates low self-concept and an unrealistic attitude toward authority. As anticipated these two scores are correlated negatively. Table 2 shows a negative correlation of .60 with a significance of .001. Table 3 shows a negative correlation of .46 with a significance of .001 also.

Positive correlations are expected between the empirical scales of General Maladjustment, Psychosis, Personality Disorder and Neurosis on the Tennessee Self Concept Scale and the Social Maladjustment, Autism, Alienation, Manifest Aggression, Withdrawal, and Asocialization scales of The Jesness Inventory. This is clearly the case in both Table 2 and Table 3. High scores on the Denial scale of The Jesness Inventory are an indication of normal adjustment. Such scores would, therefore, be expected to correlate negatively with the Tennessee Self Concept Scale of General Maladjustment, Psychosis, Personality Disorder and Neurosis. Again, this is the case in both Table 2 and Table 3. Table 2 and 3 show all correlations for the 19 scales of the Tennessee Self Concept Scale and the 11 scales of The Jesness Inventory.

TABLE 2

Correlations Between Tennessee Self Concept Scale and The Jesness Inventory in Pre-Testing
N=54

Tennessee Self Concept Scale	The Jesness Inventory SM	VO	IMM	AU	AL	MA	WD	SA	REP	DEN	ASOC
Self-Criticism	*-0.16 ** 0.12	-0.16 0.12	-0.47 0.00	-0.14 0.16	-0.32 0.01	-0.03 0.41	0.03 0.42	0.17 0.11	-0.47 0.00	0.14 0.16	-0.08 0.28
True/False	-0.11 0.21	0.22 0.06	-0.01 0.46	-0.02 0.44	-0.22 0.06	-0.24 0.04	-0.23 0.05	-0.05 0.36	0.09 0.25	0.32 0.01	-0.05 0.36
Net Conflict	-0.19 0.08	-0.20 0.07	-0.24 0.04	-0.09 0.26	-0.27 -.03	-0.23 -.05	-0.18 0.10	-0.13 0.17	-0.09 0.27	0.20 0.08	-0.11 0.21
Total Conflict	0.19 0.09	-0.01 0.48	0.51 0.00	0.18 0.09	0.11 0.22	0.03 0.42	-0.10 0.25	0.05 0.35	0.45 0.00	0.19 0.08	0.15 0.14
Total Positive	-0.60 0.00	-0.54 0.00	-0.18 0.10	-0.44 0.00	-0.55 0.00	-0.33 0.01	-0.50 0.00	-0.16 0.12	-0.13 0.18	0.56 0.00	-0.49 0.00
Row 1 Positive	-0.49 0.00	-0.42 0.00	-0.29 0.02	-0.32 0.01	-0.57 0.00	-0.20 0.08	-0.30 0.01	-0.05 0.35	-0.27 0.02	0.38 0.00	-0.38 0.00
Row 2 Positive	-0.42 0.00	-0.38 0.00	0.03 0.42	-0.34 0.01	-0.27 0.02	-0.26 0.03	-0.51 0.00	-0.30 0.01	0.06 0.34	0.44 0.00	-0.36 0.00
Row 3 Positive	-0.55 0.00	-0.54 0.00	-0.15 0.14	-0.41 0.00	-0.49 0.00	-0.36 0.00	-0.43 0.00	-0.04 0.39	-0.07 0.30	0.55 0.00	-0.48 0.00

TABLE 2 (Continued)

Tennessee Self Concept Scale	The Jesness Inventory										
	SM	VO	IMM	AU	AL	MA	WD	SA	REP	DEN	ASOC
Column A	−0.33	−0.19	−0.19	−0.19	−0.26	−0.03	−0.42	−0.12	−0.22	0.27	−0.41
Positive	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.20	0.06	0.03	0.00
Column B	−0.58	−0.58	−0.11	−0.52	−0.54	−0.48	−0.46	−0.15	−0.06	0.53	−0.35
Positive	0.00	0.00	0.21	0.00	0.00	0.00	0.00	0.15	0.32	0.00	0.00
Column C	−0.51	−0.53	−0.19	−0.38	−0.52	−0.46	−0.51	−0.28	−0.01	0.48	−0.32
Positive	0.00	0.00	0.09	0.00	0.00	0.00	0.00	0.02	0.48	0.00	0.00
Column D	−0.46	−0.47	−0.07	−0.35	−0.43	−0.20	−0.28	−0.06	−0.09	0.56	−0.41
Positive	0.00	0.00	0.30	0.01	0.00	0.08	0.02	0.32	0.25	0.00	0.00
Column E	−0.46	−0.40	−0.11	−0.28	−0.42	−0.20	−0.32	−0.05	−0.10	0.37	−0.45
Positive	0.00	0.00	0.21	0.02	0.00	0.08	0.01	0.37	0.24	0.00	0.00
Defensive	−0.44	−0.40	−0.08	−0.30	−0.35	−0.36	−0.52	−0.36	0.05	0.43	−0.35
Positive	0.00	0.00	0.28	0.02	0.01	0.00	0.00	0.00	0.36	0.00	0.01
General	0.53	0.46	0.20	0.34	0.53	0.25	0.37	0.06	0.18	−0.40	0.50
Maladjustment	0.00	0.00	0.08	0.01	0.00	0.03	0.00	0.35	0.10	0.00	0.00

TABLE 2 (Continued)

Tennessee Self Concept Scale	The Jesness Inventory SM	VO	IMM	AU	AL	MA	WD	SA	REP	DEN	ASOC
Psychosis	0.16 0.12	0.03 0.41	0.21 0.07	0.12 0.20	0.16 0.12	-0.14 0.16	-0.08 0.29	-0.13 0.17	0.29 0.02	-0.02 0.46	0.26 0.03
Personality Disorder	0.46 0.00	0.47 0.00	-0.17 0.11	0.41 0.00	0.33 0.01	0.41 0.00	0.30 0.01	0.14 0.15	-0.16 0.12	-0.44 0.00	0.32 0.01
Neurosis	0.54 0.00	0.48 0.00	0.28 0.02	0.32 0.01	0.54 0.00	0.28 0.02	0.54 0.00	0.26 0.03	0.16 0.13	-0.52 0.00	0.46 0.00
Personality Integration	-0.18 0.10	-0.12 0.20	-0.18 0.11	-0.15 0.13	-0.13 0.18	-0.11 0.22	-0.14 0.15	-0.19 0.09	-0.16 0.12	0.15 0.14	0.15 0.14

*Top figure represents Pearson product-moment correlation
**Bottom figure represents significance of the correlation

TABLE 3

Correlations Between Tennessee Self Concept Scale and The Jesness Inventory in Post-Testing
N-54

Tennessee Self Concept Scale	The Jesness Inventory										
	SM	VO	IMM	AU	AL	MA	WD	SA	REP	DEN	ASOC
Self-Criticism	*-0.03	-0.14	-0.44	-0.11	-0.16	0.14	0.09	0.13	-0.54	0.17	0.04
	** 0.43	0.15	0.00	0.21	0.13	0.16	0.27	0.18	0.00	0.12	0.39
True/False	0.11	-0.02	0.11	0.15	0.09	0.07	-0.09	0.02	0.02	0.09	0.01
	0.22	0.46	0.22	0.14	0.26	0.31	0.26	0.44	0.44	0.27	0.48
Net Conflict	0.02	-0.03	-0.04	0.12	0.11	0.08	0.01	0.03	-0.13	0.02	-0.11
	0.44	0.41	0.39	0.20	0.21	0.29	0.48	0.43	0.18	0.44	0.22
Total Conflict	0.22	0.25	0.43	0.10	0.16	-0.01	0.03	0.21	0.42	-0.15	0.18
	0.06	0.03	0.00	0.23	0.12	0.48	0.43	0.07	0.00	0.14	0.10
Total Positive	-0.46	-0.45	-0.12	-0.38	-0.42	-0.42	-0.26	-0.24	-0.19	0.60	-0.34
	0.00	0.00	0.19	0.00	0.00	0.48	0.03	0.04	0.08	0.00	0.01
Row 1 Positive	-0.39	-0.40	-0.22	-0.36	-0.43	-0.28	-0.15	-0.19	-0.23	0.51	-0.23
	0.00	0.00	0.05	0.00	0.00	0.02	0.14	0.09	0.05	0.00	0.05
Row 2 Positive	-0.30	-0.29	0.09	-0.20	-0.21	-0.38	-0.29	-0.21	-0.04	0.49	-0.29
	0.02	0.00	0.27	0.07	0.07	0.00	0.02	0.06	0.39	0.00	0.02
Row 3 Positive	-0.53	-0.52	-0.19	-0.43	-0.47	-0.46	-0.24	-0.24	-0.25	0.56	-0.40
	0.00	0.00	0.09	0.00	0.00	0.00	0.04	0.04	0.03	0.00	0.00

TABLE 3 (Continued)

Tennessee Self Concept Scale	The Jesness Inventory SM	VO	IMM	AU	AL	MA	WD	SA	REP	DEN	ASOC
Column A	-0.31	-0.26	-0.05	-0.19	-0.22	-0.17	-0.20	-0.26	-0.15	0.39	-0.31
Positive	0.01	0.03	0.35	0.09	0.05	0.12	0.07	0.03	0.14	0.00	0.01
Column B	-0.46	-0.39	-0.05	-0.36	-0.40	-0.41	-0.23	-0.24	-0.07	0.48	-0.38
Positive	0.00	0.00	0.36	0.00	0.00	0.00	0.05	0.04	0.31	0.00	0.00
Column C	-0.36	-0.40	-0.05	-0.27	-0.30	-0.40	-0.31	-0.28	-0.18	0.55	-0.25
Positive	0.00	0.00	0.35	0.03	0.01	0.00	0.01	0.02	0.09	0.00	0.04
Column D	-0.23	-0.25	-0.06	-0.26	-0.28	-0.29	-0.11	0.04	-0.16	0.48	-0.26
Positive	0.05	0.00	0.34	0.03	0.02	0.02	0.21	0.38	0.13	0.00	0.03
Column E	-0.57	-0.63	-0.33	-0.52	-0.57	-0.52	-0.22	-0.26	-0.27	0.62	-0.23
Positive	0.00	0.00	0.01	0.00	0.00	0.00	0.05	0.03	0.02	0.00	0.06
Defensive	-0.35	-0.34	0.03	-0.18	-0.16	-0.37	-0.17	-0.24	-0.09	0.40	-0.32
Positive	0.01	0.01	0.43	0.10	0.12	0.00	0.11	0.04	0.27	0.00	0.01
General	0.42	0.42	0.09	0.32	0.42	0.41	0.26	0.23	0.12	-0.55	0.30
Maladjustment	0.00	0.05	0.03	0.02	0.02	0.33	0.28	0.25	0.02	0.08	0.21

TABLE 3 (Continued)

Tennessee Self Concept Scale	The Jesness Inventory										
	SM	VO	IMM	AU	AL	MA	WD	SA	REP	DEN	ASOC
Psychosis	0.23	0.22	0.27	0.29	0.29	0.06	0.08	0.10	0.30	-0.20	0.11
	0.05	0.05	0.03	0.02	0.02	0.33	0.28	0.25	0.02	0.08	0.21
Personality Disorder	0.37	0.32	-0.11	0.22	0.34	0.45	0.30	0.15	-0.05	-0.46	0.38
	0.00	0.01	0.21	0.05	0.01	0.00	0.02	0.15	0.35	0.00	0.00
Neurosis	0.41	0.47	0.18	0.34	0.37	0.41	0.27	0.23	0.26	-0.60	0.25
	0.00	0.00	0.10	0.01	0.00	0.00	0.03	0.04	0.03	0.00	0.04
Personality Integration	-0.48	-0.54	-0.33	-0.39	-0.45	-0.43	-0.25	-0.22	-0.27	0.46	-0.24
	0.00	0.00	0.01	0.00	0.00	0.00	0.03	0.06	0.02	0.00	0.04

*Top figures represent Pearson product-moment correlation

**Bottom figures represent significance of the correlation

Pre- and Post-Test Data Collection and Analysis

Program A. The Tennessee Self Concept Scale was administered to a group of thirteen youth at Program A. Testing of this first group was done by the program director and the mountaineering specialist. Test administrator instructions and a checklist were provided by the evaluators (see Appendix C). The test was administered in a meeting room of the town hall. Specified departure time for the weekend trip was 4 p.m.; however, the Tennessee Self Concept Scale was administered as students arrived rather than to the group as a whole. The demographic data questionnaire was also completed (see Appendix C). Post-tests were administered outside at the site of the program experience. The program director matched post-tests with demographic questionnaires and pre-tests. Elapsed time between test dates was two days.

A second and very small group at Program A completed both the Tennessee Self Concept Scale and The Jesness Inventory. The test administrator was the program's mountaineering specialist. A test administrator's checklist providing information on testing location and time was not completed. Time elapsed between pre- and post-test dates was 13 days.

The Tennessee Self Concept Scale was scored by the Southern Illinois University's Evaluation and Testing Center. The Center provided six IBM cards/case. These contained demographic data, pre- and post-test raw scores as well as pre- and post-test standard scores. The Jesness Inventory was scored by the evaluation team using scoring stencils and scoring instructions obtained from the Consulting Psychologists Press. Demographic data and pre- and post-test raw scores and pre- and post-test standard scores were punched on two IBM cards.

Program B. Four separate groups including forty-nine youth were tested at Program B. The evaluation instruments were administered by a volunteer parole officer, the program director and program support staff not working directly with the participants tested. Instructions and a checklist for test administration were provided for all test administrators (see Appendix C). Pre- and post-testing was conducted in a community college classroom. Elapsed time between test dates for each group was 13 days. Each test respondent was given a demographic data questionnaire (see Appendix C) and The Jesness Inventory answer sheet. There was no set time for completion of the instrument. When all respondents had completed The Jesness Inventory, answer sheets for the Tennessee Self Concept Scale were distributed. Again there was no set time for completion. The demographic data questionnaire, The Jesness Inventory and the Tennessee Self Concept Scale answer sheets were returned and stapled together. When post-tests were administered numbers were assigned to each youth. These numbers were written on the answer sheets of both evaluation instruments. Later post-tests were matched with pre-tests according to numbers assigned.

Scoring for test data at Program B was identical to that of Program A.

Statistical Hypotheses

Statistical Hypothesis I

H_0: For Program A and Program B the mean pre-test scores of program participants on The Jesness Inventory = the mean post-test scores of program participants.

H_1: For Program A and Program B the mean pre-test scores of program participants on The Jesness Inventory $\neq$ the mean post-test scores of program participants.

Statistical Hypothesis II

H_0: For Program A and Program B the mean pre-test Total Positive scores of program participants on the Tennessee Self Concept Scale = the mean post-test Total Positive scores on the Tennessee Self Concept Scale.

H_1: For Program A and Program B the mean pre-test Total Positive scores of program participants on the Tennessee Self Concept Scale $\neq$ the mean post-test Total Positive scores on the Tennessee Self Concept Scale.

Statistical Hypothesis III

H_0: For Program A and Program B the mean pre-test Associalization score of program participants on The Jesness Inventory = the mean post-test Asocialization score of program participants on The Jesness Inventory.

H_1: For Program A and Program B the mean pre-test Asocialization score of program participants on The Jesness Inventory $\neq$ the mean post-test Asocialization score of program participants on The Jesness Inventory.

For each statistical hypothesis the student's t according to the Statistical Package for the Social Sciences (1975) was computed. Alpha levels of .01 and .05 were determined prior as measures of significance.

Recidivism Study

Selection of the Experimental and Control Groups

A recidivism study employing a control group comprises the fourth component of the evaluation model. A recidivism study could not be established at Program B. However, at Program A an experimental and a control group were established. Thirty-nine participants active during the three month evaluation period were designated the experimental group. Fifteen of these thirty-nine participants had committed an offense. A list of 100 subjects randomly selected from the records of the police department's youth officers was requested by the evaluation team. This list was provided in coded form and from these 100 subjects, 15 youth were paired with the experimental group with regard to all of the following variables: (1) age, (2) sex, (3) race, (4) living arrangements, and (5) type of offense. These fifteen subjects were established as the control group. Absolute frequencies for each type of offense committed during the follow-up period of September 1, 1976 to March 1, 1977 are reported for each group, as well as a recidivism rate for each group.

Statistical Hypotheses

Statistical Hypothesis IV

H_0: The number of incidents of recidivism among the experimental group = the number of incidents of recidivism among the control group.

H_1: The number of incidents of recidivism among the experimental group $\neq$ the number of incidents of recidivism among the control group.

Absolute and relative frequencies for both groups were determined according to the Statistical Package for the Social Sciences (Nie, et al., 1975).

CHAPTER IV

EVALUATION OF PROGRAM A

This evaluation was conducted over a period of approximately one year: May 1, 1976 to May 16, 1977. The majority of data included in the evaluation was generated during June, July and August, 1976. Participant observation and testing took place at this time. All participants included in the participant profile were active during this period. Follow-up interviews with program personnel and analysis of data was conducted September 1, 1976 to May 16, 1977.

Program Profile

Program Background

Program A is located just outside the Chicago metropolitan area. The program operates under the direction of a village youth director. All village youth services including Program A are supervised ultimately by the local police department.

Program A was initiated approximately one year prior to application for Illinois Law Enforcement Commission funding in March 1975. Limited funds for transportation and equipment according to the Grant Application prevented this program from reaching all the youth who could benefit from the program. The application for funds, therefore, was simply to expand resources in order to increase the number of youth served. Program A received Illinois Law Enforcement Commission funding in September, 1976.

Program A was operating originally as a two-day weekend program. Devil's Lake State Park, Wisconsin was the site of most programming, and rock-climbing and rappelling was the primary activity. With the addition of a consultant, a mountaineering specialist, in January 1976, the program expanded in March to include ten to fourteen-day trips to Colorado, Wyoming and Minnesota.

Participant Observation

Direct observation of program processes at Program A was planned at the outset of the evaluation for two weekend trips. This plan was conveyed to Program A personnel May 27, 1976. June 4-6, 1976, Sarah Andrew and Ted Wichmann participated in a weekend trip to Devil's Lake. Observations were discussed and recorded after participation June 6 and while enroute back to Carbondale. Following this trip, the Youth Director provided a summer 1976 program schedule (see Appendix D). Rather than participate in another trip to Devil's Lake, evaluators decided to participate in a weekend canoe trip and thus hope to observe a more representative sample of program activities and also stay within the confines of the original evaluation design. Three weekend canoe trips were scheduled. Sarah Andrew and Paul Yambert indicated to the program staff in a letter of June 15 that July 16-18 or July 22-25 were desirable participation dates. July 2, the evaluators received a response to their letter of June 15 indicating weekend canoe trips were cancelled. Options left available for participant observation were: (1) two weekends, again to Devil's Lake on July 31-August 1 and August 31-September 1; (2) a trip to Colorado on July 14-27; (3) a trip to the Quetico on August 3-12; and (4) a trip to Wyoming on August 20-September 2. This remaining schedule was also altered in that only one trip was taken to Devil's Lake and on July 21-22 rather than July 31-August 1 or August 31-September 1. As participant observation had been planned for June and July and only for weekends, it was impossible to complete the original plan at Program A and engage simultaneously in participant observation at Program B without altering previous personal commitments. Consequently, the cancelling of four of six weekend trips precluded a second participant observation opportunity at Program A.

The following interviews were conducted with the youth director and the mountaineering specialist:

May 27, 1976	Andrew, Wichmann, Yahraes, Yambert
June 4-6, 1976	Andrew, Wichmann
September 3, 1976	Andrew
March 7, 1977	Andrew, Yambert

Records were kept by Andrew, Wichmann and Yambert.

In addition, numerous telephone conversations and written communications occurred.

The presentation of program profile data will follow the outline of the program processes checklist.

The Checklist

1.0 Understanding and Adaptation of the Outward Bound Philosophy, Methodology and Activities

The Outward Bound or stress-challenge concept as it is also called, is predicated upon the principles of experiential education. This educational philosophy is in evidence in all disciplines and throughout all levels and modes of education. Experiential education is an extension of John Dewey's experimental education where children learn by doing in lab-type situations. Experiential education calls for total immersion. Learning occurs through holistic experiences. For example, in the study of frogs an experimental educator would advocate dissecting a frog rather than reading about frogs. However, an experiential educator would advocate going to a pond and doing what the frog does; that is, swimming, catching insects, croaking and avoiding predators.

With experiential education as a philosophic foundation, Outward Bound is concerned with facilitating learning in a number of areas. These areas include outdoor and survival skills, personal growth, and group processes. All areas of learning, as the philosophy of experiential education indicates, are woven together. The method used to facilitate this learning is the stress-challenge concept, first suggested by William James in "The Moral Equivalent of War" (1910). James proposes that nature can provide the stress which produces growth in all the areas discussed above. The Outward Bound activities are, therefore, designed to produce this stress in a natural environment.

In determining whether program personnel have an understanding of this underlying theory, the following indicators are used: effective employment of the small group process; one of the natural environment as a teacher; performance centered guidance; challenges appropriately geared for a specific population; and community involvement and service.

1.1 The Small Group Process in Experiential Learning

The small group process means basically the social interactions, communications and interrelationships which occur within a cluster of six to twelve people who share an experience (Yalom, 1975). In the case of the Outward Bound adaptive program, the experience may be anywhere from one hour to forty-five days long.

No small group process, as defined above, was observed at Program A. Group development requires facilitation. Generally, an instructor or instructors serve as group facilitators. During observation at Program A, instructors did not serve as facilitators. Programming can also contribute to the development of group processing. For example, in terms of activities, map and compass trekking is an activity mandating group cooperation; climbing is basically an individual activity. Also, isolating a group in a wilderness or semi-wilderness situation is much more conducive to the development of the small group process than conducting a program in a crowded, public location. As discussed previously, Program A conducts most courses at Devil's Lake State Park and during observation there, rock climbing/rappelling was the sole planned activity.

1.2 Immediate Application of Skills in Graduated Stress-Challenge Situations and 1.3 Learning In and From a Simple, Objective, and Immediate Natural Environment

Nature is impassive and it is objective. Cause and effect are clear. Learning occurs more easily as a result. For example, lack of interest may lead a group of adolescents to sleep without a shelter. When it rains, the group gets wet. Nature is impartial. Discomfort results from lack of initiative, cooperation and interest. The solution soon becomes obvious to participants. During observation, Program A staff served as a buffer between youth and nature. Coleman stoves, operated by staff, and paper plates and plastic forks prevented youth from learning how much wood was needed to cook for twelve, or how much food was needed for twelve or how to make food taste good and not burn or how to share what food is available or how to share chores or how to be part of a group when the group activity isn't "playing around," but a real task, meaningful to everyone.

1.4 Performance-Centered Guidance Approach

This is a very important aspect of the Outward Bound adaptive program. Growth in self-confidence takes place because it is actions, accomplishments and attitudes, occurring within the spatial confines of the group experience, which "count." Who a youth is in terms of family, education and income, often variables over which an individual, especially an adolescent, has little control, do not matter in the here and now. Instead, cooperation with the group to accomplish tasks such as cooking, reading a map and compass, and setting up camp, are determinants of identity within the group and contribute to the individual's self-image. Instructors make use of the here and now with a performance-centered guidance approach. What a youth does, not what he says or was, is used by the instructor to guide the youth's growth.

During a two-day observation period at Program A, the performance-centered guidance approach was not utilized at all. During this observation, where climbing was the primary activity, two of the thirteen participants did not do any climbing on either day. Instructors did not attempt to alter this avoidance. Other youth gave half-hearted attempts on climbs requiring commitment to extend themselves beyond their perceived limits. Again, none of the youth were seriously confronted with this behavior.

1.5 A Wide Range of Challenges Including Such Activities as Initiative Courses, Orienteering, Rappelling, etc.

Climbing/rappelling is the primary activity at Youthbound as reported several times previously. Other activities could easily be incorporated involving no more time, expenditure or training. As discussed in subsection 1.1, there are a variety of activities which are very conducive to the development of the group process.

For a small number of Program A's total participants other activities are available. Program A offered one cross-country ski program to Colorado which involved thirteen youth in March, 1976; three mountaineering programs, two to Colorado and one to Wyoming in June, July and August, 1976 respectively which involved eight, four and seven youth, again respectively; and one canoe trip to the Quetico in August, 1976 involving 13 youth.

1.6 Challenge Appropriately Geared to a Specific Population

Direct observation has shown Program A programming to be recreational rather than stress-challenge. The participants' capabilities were greatly underestimated. Very few youth appeared to be genuinely challenged by the activities.

1.7 Flexibility, Innovation and Creativity Rather Than Dogmatic Regimentation

As discussed in subsection 1.1 and 1.5, there is little variety in types of activities offered at Program A.

1.8 Community Involvement and Service

No emphasis is placed on service at Program A. The local high school has been involved in Program A as a referral source. A few high school staff members participated in Program A courses during the Fall of 1975.

1.9 Opportunities for Progressively Greater Self-Reliance

There are no planned opportunities for progressively greater self-reliance during the Program A course. During observation, the degree of self-reliance among participants remained unchanged. Level of skill in rock-climbing for a few individual participants was raised slightly.

1.10 Activity Sequence Conducive to Evolution of an Environmental Ethic

The activity sequence at Program A is not conducive to the evolution of an environmental ethic. After observation several recommendations were made by the evaluators. These include:

(1) Elimination of plastic utensils and paper plates and placement of responsibility for maintaining and washing utensils on participants.

(2) Use of wood conservatively and discussion of reasoning behind this conservation.

(3) Elimination of radios and lanterns in order to develop more familiarity with the natural environment.

According to the youth director in an interview subsequent to these recommendations, plastic utensils and paper plates were eliminated at Program A.

2.0 Effective Educational Design of Project Objectives and Evaluation

The objectives discussed in this section were stated in Program B's 1975 Illinois Law Enforcement Grant Application as goals:

1. Diversion: To provide an alternative to intake into the juvenile justice system.
2. Recidivism: To maintain our present recidivism rate of 6% for those youth diverted from the juvenile justice system into the ... program.
3. Police/Youth Conflict: To develop feelings of trust and understanding between the police and youth participants.
4. Prevention: To involve those youths whose behavior is likely to lead to police contact.

5. Community Input: To develop referral channels for the local school districts to channel youths into the program. In addition to these program goals, the following instructional objectives were stated in the Project Description of the Grant Application: greater understanding of interpersonal relations; leadership skills; self-reliance; and initiative.

2.1 Activities are Integrally Related to Expressed Objectives

Program A activities are not consistently and integrally related to the instructional objectives listed in the program description. Group processing which would relate activities such as climbing or canoeing to the objectives was not observed.

2.2 Objectives Include Behavior Indices as Well as Desired Outcomes

Program A is part of the larger local program for youth. All of this larger program falls within the realm of the police department. In addition to the stress-challenge program, the village provides special youth police officers, the youth center and a youth director to serve the needs of the youth in the community. The broad goals of Program A: (1) Diversion; (2) Recidivism; (3) Police/Youth Contact; (4) Prevention; and (5) Community Input are goals of the other services provided for youth. According to police department records (Uniform Crime Reports) as reported by a youth officer, this multi-level approach to youth services has been successful as measured by recidivism rates in meeting the goals above. No specific behavior indices are provided for the instructional objectives stated in the project description of the Grant Application and listed in the introduction to section 2.0 of this evaluation.

2.3 Objectives Reflect the Special Needs of the Projects' Specific Populations

The special needs of the specific populations of Program A have not been stated in the grant application, in subsequent reports made available to the evaluation team, or in interviews with the program staff. Generally, Program A staff have indicated they believe the population they serve are youth who have many material advantages, but are ignored or neglected by families preoccupied with jobs and social ambitions. This need was expressed to members of the evaluation team in discussions during observation. The objectives, as stated, do not reflect this special need.

2.4 Opportunities for Successful Experiences Provided for All Participants

As discussed in subsections 1.4 and 1.5, Program A staff, while employing some of the activities which comprise an Outward Bound course, were not observed utilizing the Outward Bound concept of stress-challenge in order to facilitate participants' growth in self-concept.

2.5 Instructor Awareness of Participant Progress or Regression

Subsections 1.4, 1.5 and 2.4 address this subject. During observation, instructors were not continually aware of each participant's progress and/or regression with regard to in-the-field activities. Staff vascilated in the roles they assumed from task-master to friend to chaperone to parent.

2.6 Encouragement and Vehicles for Individuals to Evaluate Their Own Progress and Success

Group processing is often a vehicle for individuals to evaluate their own progress and success. Group discussions or debriefing allow for verbalization of feelings and feedback from other group members. Group processing is not used at Program A. Another vehicle is an interview with participants by instructors at the conclusion of a program. Again, this is not a part of Program A.

3.0 Established Operational and Emergency Procedures

In any camping program, residence program or any educational program, operational procedures and emergency procedures are established. In programming with both high-risk activities and wilderness or semi-wilderness travel, operational and emergency procedures are imperative.

3.1 A Comprehensive Staff Manual Including All Procedures and Related Information

Program A has no staff manual.

3.2 Participants' Personal Data Sheets Always Readily Available to Immediate Supervisors

No official information or data sheet is obtained on participants in Program A. As discussed under subsection 5.4, Program A staff often do not even know the total number of participants until a trip has begun. This was the case June 4-6 during pre- and post-testing and participant observation. Evaluators were informed that about 15 youth would be participating when they inquired as to the number of tests necessary.

3.3 Standard Operational Procedures

Standard operational procedures include: subject areas to be covered in instruction; instructor responsibilities; course planning; use of equipment; and a wide variety of other guidelines for conducting a program. Youthbound has no written or apparent unwritten standard operational procedures at this time.

3.4 Expedition and Base Camp Emergency Procedures

Emergency procedures include all details related to first aid, evacuation routes, notification processes, instructor responsibilities, emergency telephone numbers, etc. No codified expedition emergency procedures exist at Program A. As Program A maintains no base camp facility, no base camp emergency procedures exist or are necessary.

3.5 Appropriate Safety Rules for All Potentially Dangerous Activities Such as Climbing, White-Water, Solo, etc.

Program A has no established safety rules understood by both staff and participants. A need for such safety rules in climbing, for example, was clear during observation. The climbing area used by Program A at the time of observation was at Devil's Lake State Park, Wisconsin. The rock face is approximately 150 feet high. Staff set up two climbs and a rappel. Some students remained at the top of the bluff and others were below waiting to climb. No rules were stated concerning what distance to remain from the bluff edge. A few students climbed down to ledges or through crevices unroped. One student climbed at least ten feet below the bluff's edge to a narrow twelve to eighteen-inch ledge. The instructors present told him to return. After a number of demands and at least ten minutes, he climbed back up.

3.6 Adequate Equipment and Systems Used Especially for Climbing, Rappelling and Belaying

Existing equipment at Program A is very good. However, some equipment, Coleman stoves for example, are more appropriate for "car camping" than for a stress-challenge program. A very important piece of equipment missing at Program A is the climbing helmet which is required in all the twenty to thirty adaptive programs with which the evaluation team is familiar.

The systems used for climbing, rappelling and belaying are adequate.

3.7 Responsibility and Liability Are Understood and Situations Requiring Direct and Indirect Supervision Are Differentiated

This is an area as important as establishing safety rules. Without staff who assume the responsibility of enforcing safety rules, the rules are useless. Situations requiring direct supervision are potentially high-risk situations for which safety rules are a necessity. Situations requiring indirect supervision are those which are not potentially high-risk. Staff must be able to differentiate the two types of situations. If staff are oblivious to a situation requiring direct supervision, serious accidents or deaths could result. If staff cannot distinguish a situation requiring indirect supervision, much energy could be expended unnecessarily and much of the experiential educational process could be lost. Program A staff, during observation, did not regularly differentiate between these two situations. During climbing, for example, common sense safety rules, such as no down-climbing from a bluff top without a rope, were not stated, while waking participants on time in the morning was a situation which Program A staff gave considerable time and energy.

3.8 Project Runaways or Drop-Outs Are Not Treated as Immediate Failures

Although the participants at Program A ideally are involved in a series of courses according to Program A staff in a May 27, 1976 interview, no standard procedures are used for handling youth who participate once and do not return to the program activities. Four youth observed during participant observation, demonstrated a need for involvement in wilderness stress-challenge programs. Those youth were drop-outs from the program as they participated only once. Program A staff exhibited no concern when reporting this information to evaluators in a March 7, 1977 interview. Program A has had no youth run away "in-the-field."

4.0 Staff Competency

Mere imitation of Outward Bound activities and program components does not result in a successful adaptive program. This is especially true if the population being served is delinquent or pre-delinquent. Recruitment of competent staff is a primary concern of well-established adaptive programs for youthful offenders. There are two diverse areas of expertise required in a good staff person. He must be competent in outdoor skills, especially in insuring and maintaining complete safety at all times because the majority of activities which make up the adaptive program are potentially extremely dangerous. In addition, an instructor must be an educator. He must understand the basic philosophy of the Outward Bound movement and its relationship to educational principles. As in any teaching situation, the instructor must understand the program goals and instructional objectives and methods used to achieve these objectives. In the adaptive program for delinquent and pre-delinquents, a basic understanding of causal theory and how it is related to program objectives is necessary.

In addition, personality traits such as patience, perception and dedication are required in all staff. In striving to acquire staff members with all these qualifications, an Outward Bound school might spend three to four months interviewing 200 to 300 applicants. For the adaptive program serving special populations, recruitment is even more difficult.

At Program A, staff consists of the youth director who also acts as director of Program A, a mountaineering specialist who functions as a senior staff member, and volunteer police officers.

4.1 Staff Competency in Search and Rescue and 4.2 Life Saving and 4.3 Emergency Medical Care

There was no opportunity to observe Program A staff competency in search and rescue, life saving and emergency medical care, nor was there an opportunity to observe staff training participants in any of these areas.

During interviews, it was ascertained that the mountaineering specialist has served on the Rocky Mountain Rescue Crew and all police officers who might participate in the program have received first aid training and life saving training as part of standard police training.

4.4 Staff Technical Competency (Ropes, Knots, etc.)

Staff technical competency includes all technical skills necessary to operate a program smoothly and safely. At Program A, the only activities occurring during participant observation were climbing and camping. The mountaineering specialist is competent in technical climbing skills. He is also responsible for training other staff in this area. To date, the youth director and one youth officer have been trained in setting up climbs and belaying climbers. Technically, all systems are adequate. Staff were also competent in the camping which included setting up tents and cooking meals on a gasoline stove.

4.5 Staff Teaching Skill (Both Methods and Philosophy)

During observation, staff taught belaying techniques. Students practiced belaying one another in a mock situation. The arrangement was good; although not all students were involved. There was no sequential teaching of climbing technique observed. This would entail beginning with bouldering and discussing the relationship of the body to the rock and moving into specific techniques or moderately difficult climbs and progressing to harder, more demanding climbing.

Other potential teaching situations during observation were not utilized. These included fire building, wood gathering, cooking, water safety, and first aid. Philosophically, experiential education advocates indirect teaching rather than directiveness. The latter approach was used more often than the former during observation.

4.6 Staff Commitment to Program Objectives and Methods

Program goals and instructional objectives discussed at length in section 2.0 of this evaluation are the written or "public" goals and objectives of Program A. Whether Program A staff and volunteers privately are committed to these goals and objectives is difficult to determine. The police department holds the "public" goals and objectives, but the degree of commitment from volunteer officers is questionable. During June 1 to September 1, for example, three officers participated in the program. The mountaineering specialist has encouraged expansion of the program to other parts of the country. The objectives behind these types of trips apparently are to offer more challenge to specific youth and more variety for some youth and staff.

4.7 Staff Competency in Group Dynamics (Among Peers and Participants)

See subsection 1.1 for discussion of staff competency in group dynamics among participants.

During interviews, staff mentioned two points upon which opinions among themselves differed. This is not unusual and would not be worthy of discussion except that both points have a significant effect on programming. They are: population to be served and length of course offered. During the summer, the indecision over types of courses was clear in that four scheduled short courses were cancelled and only small numbers of participants (four, seven and eight) were involved in three of the four longer courses. During the last interview conducted with Program A staff, March 7, 1977, the youth director indicated both these issues were settled and Program A would take one-third police department referrals and short courses would once again be the mainstay of programming with longer courses a sidelight.

4.8 Staff Competency in Anticipating and Preventing Emergency Situations

The two potentially dangerous activities (swimming and rock-climbing) observed at Youthbound were not treated as such by staff. Instructors did not discuss the potential dangers of the situations with participants and did not establish any rules regarding swimming, night swimming or climbing. At the climbing site, youth were periodically reminded that they were in a dangerous situation, but no rules were established. When a few youth exhibited obviously dangerous behavior, staff used vague threats, but at no time carried out these threats. It appeared that the participants' respect for staff judgement in matters of safety was low and their respect for the seriousness of staff threats was also low.

In situations where youth are likely to challenge staff's authority, it is extremely important for the example the staff sets to correlate with concerns they have verbalized. This was not the case at Program A. While staff told youth not to climb without a belay, staff did climb to heights of 20-25 feet without a belay to help students who were roped into a climbing system, but were "stuck." While these acts on the part of the staff were intended to be helpful, they quite clearly made double standards of the safety concerns which had been verbalized. In addition, the fact that staff, effortlessly and unroped climbed to points where certain students were extending themselves on climbs they found challenging, was somewhat demoralizing to the youth.

4.9 Staff Competency in Adapting to Changing Situations Both External to the Group and Within It

Activities are not planned as part of a sequential development. Plans are altered frequently. The cancellations and alterations of the summer 1976 trip schedule is an example of this. Flexibility is not a problem at Program A; rather, it appears, there is too little planning and too little commitment to planning.

5.0 Administrative Details

While the primary focus of this evaluation was the program itself and its success in meeting objectives, the overall administration of the program has an effect on operations in the field and is, therefore, discussed briefly here.

5.1 Completion of Illinois Law Enforcement Commission Forms

Although the evaluation team did not look at all Illinois Law Enforcement Commission data forms, those requested appeared to be complete except for the Financial Report discussed under subsection 5.3.

5.2 Adequate Insurance

Program A is insured under an umbrella policy held by the municipal government. Program A is also registered as an Explorer's Post and is, therefore, insured through the Boy Scouts of America.

5.3 Adequate Financial Records Kept

The Illinois Law Enforcement Commission Fiscal Report from May 1 to September 10, 1976 and the attached monthly financial reports do not provide a clear picture of expenditures. The report of disbursements by vendor than item is inadequate. Disbursements should be broken into categories such as Food, Salary, Equipment and Travel. While it is tedious to report a grocery bill by item, this is necessary for a full understanding of programming. Vague disbursements such as "Cash Wind Rivers—$404.00" are numerous and meaningless.

5.4 Appropriate Application and Medical Forms

No application forms are presently used at Program A. During an interview May 27, 1976, in discussing the feasibility of testing, Program A staff emphasized the spontaneity of their program and stated that often they are unaware of which youth or how many will arrive for a trip until the trip actually is underway. Although spontaneity is a good quality in programming, planning and organization are more important both for the future of the program, the safety of the participants and in the long run the quality of the experience provided. A concern of the evaluation team is prevention of accidents. Adequate available information on participants would help insure that emergencies which do arise are handled in the best possible manner. Medical forms should be available to the supervisor in the field at all times and should contain information regarding allergies, epilepsy, diabetes and other case history data. Medical forms should also contain information necessary for admitting a participant to a hospital and for notifying parent or guardian. According to the youth director in an interview March 7, 1977, Program A uses no application or medical form. The program is considering the use of a disclaimer form from parents which would minimize potential legal ramifications should an accident occur.

6.0 Special Project Components Designed to Meet the Specific Needs of Delinquent and/or Pre-Delinquent Populations

6.1 Selection Criteria Based on Documented Experience and Expressed Objectives Rather than Folklore and Anecdotal Information

Program A has no specific selection criteria. According to the youth director, the program is striving for a population of two-thirds referrals from the local high school and one-third referrals from the police department. The mountaineering specialist for the program conducts "preparation" sessions for youth interested in the longer trips to Wyoming, Colorado and Minnesota. He states that the "preparation" sessions, consisting mainly of jogging, serve as a selection process. Presumably then, good physical condition and desire are two criteria for participation in longer programs. In addition, in order to participate a youth must be able to pay $10-15 for a weekend trip, excluding cost of meals enroute, and approximately $135 for a ten-day trip, excluding meals enroute.

6.2 Selection Criteria Which Are Well Understood by Agency Professionals

The selection criteria for Program A are determined by the six referral sources. These sources sometimes overlap. They are: (1) the counseling staff of the local high school; (2) the special education department of the local high school which deals primarily with behavioral disabilities; (3) the local high school personnel in charge of discipline; (4) the youth center; (5) the police department; and (6) personal contacts between the mountaineering specialist and students at the local high school. Exactly what each referral source uses as selection criteria is unknown.

6.3 Agency Professional Staff Orientation Programs

Program A holds no formal orientation program for the referral sources listed under subsection 6.2 except the police department. During 1976, the volunteer police officers were informally introduced to the program through discussion with Program A staff and local high school personnel were invited to participate in weekend outings. A formal staff training for police officers is being planned for 1977 according to the youth director.

6.4 Student Orientation Programs Which Provide an Introduction to the Experience

Program A provides no formal orientation program for youth. The longer trips provide a "preparation" phase which serves in part as an introduction to the experience.

6.5 A Sense of Continuity Between the Follow-Up and the Stress-Challenge Component

Through the youth center and the general accessibility of Program A staff an informal follow-up is available to youth, but no specially designed follow-up exists as part of the program.

6.6 Opportunity to Channel Any Sense of Accomplishment

Participation in more trips is the only opportunity available to most youth to channel any sense of accomplishment. Specially created or designed opportunities are not available. As stated concerning follow-up, subsection 6.5, no special programming is provided for transition facilitation if it is required.

6.7 Hot Line Advocacy With Provision for Crisis-Intervention

Advocacy or crisis intervention are not part of Program A's design, but these services are available through the broader local youth program.

7.0 Program Components

The following program components are typical of Outward Bound and Outward Bound adaptive programs. By no means are they all required for a successful program; however, they do provide a general idea of the possibilities of offerings in an adaptive program.

7.1 Immersion

Immersion consists of the initial days of a program where programming occurs in an environment unfamiliar to participants. For example, participants would spend the first day or days of a course in a wilderness or semi-wilderness area. The purpose of Immersion is to force participants to abandon old roles. Participants become more dependent on one another in an unfamiliar environment. Program A does not incorporate an Immersion component into programming.

7.2 Emergency Care Training

No structured emergency care training is offered at Program A. Instruction is given regarding immediate problems such as sunburn and frostbite.

7.3 Outdoor Skills Training

Outdoor skills training has been provided in the following areas: climbing, rappelling, cross-country skiing, mountaineering, canoeing. During observations, no outdoor skills training was offered in these areas: fire building, cooking, shelter building, map and compass, first aid, nutrition.

7.4 Base Camp Phase

There is no base camp phase at Program A.

7.5 Wilderness Expedition

Weekend courses offer no wilderness expedition. Longer trips offer travel to wilderness or semi-wilderness areas.

7.6 Urban Experience

No urban experience is offered.

TABLE 4

Demographic Variables of Participants
N=39

Variables and Categories	Absolute Frequency	Relative Frequency
Age		
13	2	5.1
14	7	17.9
15	13	33.3
16	15	38.5
17	2	5.1
Sex		
Male	27	69.2
Female	12	30.8
Race		
White	39	100.0
School Status		
In School/College	39	100.0
Employment Status		
Part Time Work	16	41.0
Unemployed but Available	6	15.4
Unemployed, Unavailable	8	20.5
No Data	9	23.1
Income/Month-Range in Dollars		
No Data	27	69.2
$40-60	5	12.8
$100-250	7	18.0
Living Arrangements		
Living with Parent(s)	38	97.4
Reconstituted, One Natural, One Step Parent	1	2.6
Legal Violations		
None	24	61.6
Burglary	3	7.7
Felony Drug	1	2.6
Petty Theft	3	7.7
Vandalism	3	7.7
Curfew and Loitering	1	2.6

TABLE 4 (Continued)

Variables and Categories	Absolute Frequency	Relative Frequency
Drunkeness	3	7.7
Minor Traffic Violation	1	2.6
Juvenile Problems		
None	5	12.8
In-School Problems	5	12.8
Family Problems	8	20.5
Interpersonal/Emotional	8	20.5
Needs Information/Assistance	4	10.3
No Data	9	23.1
Disposition of Legal Violations N=15		
Station Adjustment	8	53.3
Released to Guardian	3	20.0
Petition to State Attorney	2	13.3
Youth Jury*	1	6.7
Ticketed*	1	6.7

*Information not coded according to ILEC forms.

7.7 Solo

No solo is offered.

7.8 Marathon

No marathon is offered. "Preparation" involves running and conditioning exercises, but a marathon is not included in programming.

7.9 Youth Leaders

No formal youth leader component is offered.

Participant Profile

Thirty-nine youth all of whom were involved in Program A courses during June 1 to September 1, 1976 were established as the research subjects. These 39 youth represent a total of 141 camper days or slots. A camper day is a day-long period for one camper. For example, one youth may have participated in five two-day long trips or a total of ten camper days. Youthbound had 239 camper days from September 1, 1975 to August 31, 1976, the duration of their first year of Illinois Law Enforcement Commission funding. These 39 youth represent 60.0% of all camper days.

Table 4 summarizes selected variables from Illinois Law Enforcement Commission Monthly Report Part C: Client Data. Categories for each variable are those provided by the report form except where noted. The frequencies represent the number and percent of participants falling within the parameters of each category of each demographic variable.

Summary follows of those variables providing pertinent information. Conclusions regarding all data in the participant profile will be presented under "Conclusions and Recommendations" at the end of this chapter.

TABLE 5

Tennessee Self Concept Scale Pre- and Post-Testing
N=13

	Pre Mean	Pre S.D.	Post Mean	Post S.D.	T Value	2-Tail Prob
Self-Criticism	34.1	4.6	35.5	5.8	-1.24	0.239
True/False	0.8	0.3	0.9	0.3	-1.18	0.260
Net Conflict	-11.3	16.3	-6.6	14.9	-1.18	0.261
Total Conflict	33.3	10.5	29.8	9.1	1.16	0.268
Total Positive	303.0	22.7	312.8	35.9	-1.48	0.165
Positive Score Row 1	107.8	10.7	9.8	13.7	-0.74	0.472
Positive Score Row 2	98.8	13.6	103.2	15.9	-1.50	0.160
Positive Score Row 3	96.3	7.6	99.7	12.3	-1.17	0.266
Positive Score Column A	62.8	9.8	64.3	9.6	-1.12	0.285
Positive Score Column B	59.0	5.0	61.8	7.5	-1.95	0.075
Positive Score Column C	60.3	6.5	63.0	9.1	-1.49	0.163
Positive Score Column D	59.6	5.9	59.9	9.2	-0.15	0.886
Positive Score Column E	61.3	6.7	63.7	7.5	-1.76	0.103
Total Variability	49.8	15.5	43.8	15.1	2.45	0.030*
Column Variability	29.3	8.7	25.8	9.8	1.82	0.094
Row Variability	20.5	7.8	18.1	7.3	2.15	0.052*
Distribution Score	94.6	26.0	91.5	33.4	0.49	0.634
Number of 5's	11.2	8.2	12.0	9.0	-0.50	0.627
Number of 4's	21.4	8.4	21.2	9.4	0.16	0.876
Number of 3's	30.9	13.0	34.0	21.9	-0.79	0.446

TABLE 5 (Continued)

	Pre Mean	Pre S.D.	Post Mean	Post S.D.	T Value	2-Tail Prob
Number of 2's	22.2	8.6	19.4	9.0	0.99	0.343
Number of 1's	14.4	8.9	13.5	7.8	0.46	0.650
EMPIRICAL SCALES						
Defensive Positive	49.1	8.2	51.7	11.7	-1.25	0.234
General Maladjustment	83.7	7.2	84.7	10.5	-0.48	0.642
Psychosis	52.2	4.9	50.9	6.9	0.71	0.489
Personality Disorder	60.6	5.0	64.2	9.7	-2.05	0.063
Neurosis	74.8	9.1	75.9	11.8	-0.48	0.631
Personality Integration	9.2	1.9	8.9	5.1	0.17	0.866

*Significant at .05 level
**Significant at .01 level

Of the 39 participants, 16 held part-time jobs. Six youth are available for work, but presently unemployed. Eight are unavailable for work and no data were available for nine. The minimum working age without a work permit is sixteen. A look at employment status in conjunction with age reveals that 43.6% of the 39 participants were 16 or older, or of working age, and 41% of the 39 youth did have part-time jobs.

Within the category Legal Violations, 61.6% of the youth did not have any legal violations; 7.7% had committed burglary; 2.6% committed a felony drug violation; 7.7% committed petty theft; 7.7% committed vandalism; 2.6% violated curfew or loitering laws; 7.7% were picked up for drunkeness; and 2.6% committed a minor traffic violation. Summarizing, four (10.3%) committed felonies (burglary and felony drug violations); eleven (28.3%) committed misdemeanors; and twenty-four (61.6%) had no legal violations.

Within the category Juvenile Problems, 12.8% of participants had no juvenile problems; 20.5% had family problems; 20.5% had interpersonal/emotional problems; 10.3% were in need of information or assistance; and no data was available for 23.1%. Information regarding juvenile problems must be qualified. Sources of information for this variable are unknown. Also, precise definitions of categories were not provided to personnel completing the report forms.

These data indicate that a typical participant in Program A is a fifteen to sixteen year old white male. The majority of participants are living with a parent or parents and are in school. Most participants are working part-time. The majority have committed no legal violations, but have some type of juvenile problem.

Pre- and Post-Test Data

Pre- and post-testing did not run smoothly at Program A throughout this evaluation. In the first meeting with Program A staff on May 27, 1976, objections were raised to testing; however, Program A staff did agree to try testing. Testing with the Tennessee Self Concept Scale was done June 4-6 when two evaluators served as participant observers. Further testing was planned for the second participant observation session. However, opportunities for participant observation were questionable as discussed under Program Profile in this chapter. Consequently, the evaluation team sent test booklets and answer sheets for both the Tennessee Self Concept Scale and The Jesness Inventory to the youth director. Test Administrator's Checklist forms and Demographic Data forms were also mailed (see Appendix C). A request was mailed with the testing materials asking Program A staff to administer both tests to: (1) another weekend group; and (2) participants in a longer course. A telephone call was also made at this time (July 9, 1976) to ascertain the staff's willingness to conduct testing. The response was not overwhelmingly cooperative, but the youth director did agree to attempt the testing. From July 15 to August 27, several unsuccessful attempts were made to contact the youth director via letter and telephone. Contact was made on August 31 and a meeting was arranged for September 3, at which time testing materials and completed tests were turned over to Sarah Andrew. Although four trips had been conducted following the mailing of testing materials, testing was conducted only for the last trip. Five youth had completed The Jesness Inventory and four youth had completed the Tennessee Self Concept Scale. The usefulness of such small numbers is discussed in the test data analysis.

Data Analysis

Analysis of data obtained concerning statistical hypotheses I, II, and III is summarized in Tables 5, 6, and 7. Table 5 presents the mean raw scores and t-values for the 28 scales of the Tennessee Self Concept Scale pre- and post-tests of 13 youth tested just prior to a weekend trip and immediately following the trip. Table 6 presents the mean raw scores and t-values for the 28 scales of the Tennessee Self Concept Scale pre- and post-tests of four youth tested prior to and immediately following a 14 day trip. Table 7 presents mean raw scores and t-values for the 11 scales of The Jesness Inventory pre- and post-tests of five youths tested prior to and immediately following the same 14 day trip.

A study of these data revealed that the null hypothesis was retained for statistical hypothesis I, statistical hypothesis II, and statistical hypothesis III. Data show no significant gain in positive attitude, self-concept or reduction in asocialization at the .05 or .01 level.

Data in Tables 6 and 7 are not considered highly reliable as subject number is so low. This is particularly true in Table 7. The correlations between pre- and post-test means are included in this table to show how little variance is possible when subject number is small and the test format allows for only two choices: true or false. In addition, some scales are based on only 14-20 items. The Repression Scale, for example, with a perfect correlation, has produced an uninterpretable t-value. Six of the other ten remaining scales have near-perfect correlations of over .90.

TABLE 6

Tennessee Self Concept Scale Pre- and Post-Testing
N=4

	Pre Mean	Pre S.D.	Post Mean	Post S.D.	T Value	2-Tail Prob
Self-Criticism	44.0	5.0	42.0	3.2	0.53	0.630
True/False	0.8	0.2	0.8	0.3	0.31	0.774
Net Conflict	-11.5	6.0	-21.8	31.3	0.70	0.535
Total Conflict	40.5	25.7	42.3	28.2	-0.52	0.640
Positive Score Row 1	58.8	16.0	115.3	18.1	-2.52	0.086
Positive Score Row 2	93.5	26.8	96.5	32.8	-0.63	0.576
Positive Score Row 3	99.8	22.9	103.0	18.9	-0.60	0.592
Positive Score Column A	61.8	13.0	60.3	14.9	0.27	0.802
Positive Score Column B	58.8	11.3	66.8	16.5	-2.47	0.090
Positive Score Column C	56.0	13.[illegible]	63.5	11.7	-1.86	0.160
Positive Score Column D	58.8	9.6	58.0	15.9	0.19	0.860
Positive Score Column E	56.8	14.0	66.3	14.8	-1.42	0.251
Total Variability	50.0	24.3	52.5	16.6	-0.52	0.641
Column Variability	30.5	12.2	31.0	7.3	-0.15	0.892
Row Variability	19.5	12.1	21.5	9.9	-1.12	0.343
Distribution Score	113.5	50.2	127.3	69.9	-0.91	0.431
Number of 5's	18.8	17.9	22.8	18.6	-0.49	0.656
Number of 4's	20.5	18.2	13.3	12.0	1.44	0.246
Number of 3's	23.5	11.0	24.3	27.0	-0.15	0.887
Number of 2's	19.0	11.0	11.0	13.2	3.41	0.042*

TABLE 6 (Continued)

	Pre Mean	 S.D.	Post Mean	 S.D.	T Value	2-Tail Prob
Number of 1's	18.3	16.4	28.8	28.3	-1.69	0.189
EMPIRICAL SCALES						
Defensive Positive	38.3	18.9	44.8	18.9	-2.03	0.135
General Maladjustment	77.5	15.2	84.8	17.0	-1.30	0.284
Psychosis	54.8	5.3	48.0	7.3	1.64	0.199
Personality Disorder	55.8	14.4	61.8	15.5	-4.43	0.021*
Neurosis	67.3	14.9	77.8	14.2	-2.14	-.122
Personality Integration	7.8	6.7	4.8	2.9	1.39	0.259

*Significant at .05 level
**Significant at .01 level

TABLE 7

The Jesness Inventory Pre- and Post-Testing
N=5

	Pre		Post			T	2-Tail
	Mean	S.D.	Mean	S.D.	Corr	Value	Prob
Social Maladjustment	31.40	2.41	26.00	3.91	0.685	3.75	0.020
Value Orientation	22.20	5.85	8.80	6.57	0.996	8.50	0.001*
Immaturity	10.20	0.84	9.40	2.07	0.519	1.00	0.374
Autism	10.80	2.17	9.60	2.88	0.504	1.04	0.358
Alienation	13.20	3.03	10.20	4.55	0.739	2.18	0.095
Manifest Aggression	19.00	3.67	-7.20	3.77	0.957	3.67	0.021
Withdrawal	12.80	4.03	12.20	3.70	0.977	1.50	0.208
Social Anxiety	12.00	4.24	12.20	5.63	0.900	-0.17	0.871
Repression	2.40	1.14	1.40	1.14	1.000	1810.2	0.000
Denial	8.80	4.66	9.60	3.65	0.980	-1.37	0.242
Asocialization	26.40	3.78	22.20	1.92	0.914	4.33	0.012

Recidivism Data

It was anticipated as a result of program descriptions in the Illinois Law Enforcement Commission Grant Applications, that the majority of Program A participants were delinquent or pre-delinquent youth. However, upon receiving client data, it was ascertained that less than half the participants had records of legal violations. Consequently, the following recidivism study is based on small, but representative numbers.

Data Collection

An experimental group of 39 participants was established. Fifteen youth in this group had committed offenses. A randomly selected coded list of 100 youthful offenders was provided by the local police department's youth officer. From this list, subjects were randomly selected until fifteen had been paired with the fifteen youth in the experimental group according to the following variables: (1) age; (2) sex; (3) race; (4) living arrangements; and (5) type of offense. All incidences of recidivism in this evaluation are constituted by a return to delinquent or socially unacceptable behavior resulting in police contact and/or station adjustment with no immediate change in legal status. The youth director provided recidivism data for both the experimental and control groups in a telephone conversation March 29, 1977.

Analysis of Data

Table 9 shows absolute and relative frequency of returns and absolute and relative frequency of types of offenses for both the experimental and control groups. The experimental group had a recidivism rate of 40.0% and the control group a rate of 6.7%. Half of the returns in the

TABLE 8

Matched Variables of Control and Experimental Groups for Recidivism Study

	Age	Sex	Race	Living Arrangements	Legal Violations
Pair 1: Experimental	14	Male	White	Parents	Petty Theft
Control	14	Male	White	Parents	Vandalism
Pair 2: Experimental	15	Male	White	Parents	Felony Drug
Control	15	Male	White	Parents	Felony Drug
Pair 3: Experimental	14	Female	White	Parents	Curfew & Loitering
Control	14	Female	White	Parents	Disorderly Conduct
Pair 4: Experimental	16	Male	White	Parents	Drunkeness
Control	16	Male	White	Parents	Drunkeness & Minor Traffic
Pair 5: Experimental	13	Male	White	Parents	Burglary
Control	13	Male	White	Parents	Petty Theft
Pair 6: Experimental	14	Female	White	Parents	Drunkeness
Control	14	Female	White	Parents	Petty Theft
Pair 7: Experimental	14	Male	White	Parents	Petty Theft
Control	14	Male	White	Parents	Petty Theft, Vandalism, Runaway
Pair 8: Experimental	15	Male	White	Parents	Burglary
Control	15	Male	White	Parents	Aggravated Assault & Vandalism
Pair 9: Experimental	15	Male	White	Parents	Vandalism
Control	15	Male	White	Parents	Disorderly Conduct & Petty Theft
Pair 10: Experimental	15	Male	White	Parents	Petty Theft
Control	15	Male	White	Parents	Petty Theft
Pair 11: Experimental	15	Male	White	Parents	Vandalism
Control	15	Male	White	Parents	Vandalism
Pair 12: Experimental	15	Male	White	Parents	Minor Traffic
Control	15	Male	White	Parents	Disorderly Conduct
Pair 13: Experimental	14	Male	White	Parents	Burglary
Control	14	Male	White	Parents	Burglary
Pair 14: Experimental	16	Male	White	Parents	Drunkeness
Control	16	Male	White	Parents	Minor Drug & Minor Traffic
Pair 15: Experimental	16	Male	White	Parents	Vandalism
Control	16	Male	White	Parents	Vandalism

TABLE 9

Recidivism for Experimental and Control Groups N=15

	Absolute Frequency	Relative Frequency
Experimental		
Return	6	40.0
No Return	9	60.0
Control		
Return	1	6.7
No Return	14	93.3

TABLE 10

Experimental and Control Group Recidivism-Types of Offenses

Experimental N=6 Misdemeanor Drug Violation	Absolute Frequency	Relative Frequency
Experimental N=6		
Misdemeanor Drug Violation	3	50.0
Runaway	1	16.7
Petty Theft	1	16.7
Possession of an Unlawful Weapon	1	16.7
Control N=1		
Hitch Hiking	1	100.0

experimental group are drug violations according to Table 10. These data support the retention of the null hypothesis for statistical hypothesis IV.

The only variable controlled in this study of matched pairs is participation or non-participation in the Program A course. The control group was not incarcerated and whether or not they received other types of treatment is unknown.

Summary, Conclusions and Recommendations

Summary

In the first evaluation component, the program profile, data collected via participant observation is presented. Observation and information gathered reveals that Program A uses Outward Bound activities such as rock climbing. However, employment of the Outward Bound educational philosophy and the Outward Bound teaching methods, notably the stress-challenge concept, were not observed. The written project objectives of Program A were not evidenced in program design, observed in course planning or instructional approaches. Objectives as written were not clearly tied to needs of the population served. No written operational or emergency procedures exist at Program A and no existing standard procedures were verbalized. The level of staff competency in all relevant areas including technical skills, teaching skills, emergency and safety training, group dynamics, flexibility and leadership is varied. Observation did not reveal a high level of skill in any area. The combined experience of staff members in working with groups of adolescents engaged in high-risk activities is not great. Procedures relevant to administration at Program A are poorly defined. No application and medical forms are used. Program A has one special project component related to meeting the needs of delinquent and pre-delinquent populations. This is the incorporation of police officers as staff. However, information revealed that this component has not yet been totally successful. Finally, within the program profile, Program A offers only one of nine typical adaptive program components: training in outdoor skills.

The second evaluation component, the participant profile, is based on Illinois Law Enforcement Commission Monthly Report Form Part C: Client data which is prepared by the youth director. This data source revealed that the typical participant at Program A is fifteen to sixteen years old, white and male. The majority of participants live with their parents, have committed no legal violations but have some juvenile problems. Most Program A participants also have part-time jobs.

Pre- and post-testing at Program A was limited. Data considered reliable was obtained from testing thirteen youth using the Tennessee Self Concept Scale. The test was administered on Friday prior to leaving for the weekend and on Sunday just before returning home. Program A participants in this weekend course showed no significant positive attitudinal change or reduction in recidivism.

The recidivism study based on fifteen participants with legal violations and fifteen randomly selected non-participants with legal violations revealed a 40.5% rate of recidivism for participants and a 6.7% rate of recidivism for non-participants. It should be noted that although matched pairs were used, the total numbers in this study are small and caution should be used in making any generalizations as to the program's effectiveness based on these data.

Conclusions and Recommendations

Program A is serving a homogeneous population, in part, because it represents a homogeneous community; however, Program A's population is even more highly homogeneous than the community. Follow-up on the thirteen youth observed in the field revealed that the most socially adjusted, the most popular, the most capable youth, and the youth with financial means, have participated in Program A numerous times. While the less adjusted and less accepted youth observed have not been participants again. This homogeneity is a result of no selection criteria, no serious recruitment effort and disparity between stated and operational objectives. The Illinois Law Enforcement Grant Application states that Program A intends to serve the bulk of potential station adjustments, hard-to-reach youth, some who have had negative contact with the police and some who have not had negative contact with the police. These descriptions are very vague and should be more specific. It is recommended that Program A establish selection criteria such as the following: (1) approximately one-third of participants have records of station adjustments or have had other recorded negative contacts with the police; (2) approximately one-third of participants are referred by the special education department of the high school, the counselors of the high school or other high school personnel and are designated as youth who have low self-esteem and are not socially adjusted; and (3) approximately one-third of participants are youth who may or may not have behavior problems but are socially well-adjusted and self-confident and have had no negative contact with the police. In addition all youth should meet the following criteria: be willing to commit themselves to completing an entire Program A sequence;

be in good health; be interviewed by program staff; and be willing to sign a performance contract (each of these criteria is described more extensively in paragraph seven of this meeting). Serious recruitment efforts and a structured orientation are also recommended.

Program A is very loosely described as an Outward Bound type program. Phrases in the Grant Application Project Description such as "mental and physical challenges" and "two to three days in a solitary wilderness setting" evoke the Outward Bound model. However, during observation, the only apparent resemblance Program A had to Outward Bound was the outdoor activity - climbing. Neither the youth director, the mountaineering specialist nor the volunteer police officers have any direct contact as participants, observers or staff in an Outward Bound or Outward Bound adaptive program. It is recommended that all Program staff be trained in the Outward Bound philosophy, experiential education methods including the stress-challenge concept, small group processing and indirect teaching. These aspects of the Outward Bound model are the heart; activities associated with Outward Bound are only a vehicle. It is recommended that Program A hire a full-time combination director-instructor who is qualified in program administration at all levels, who has skills related to all aspects of stress-challenge programming from in-the-field activities to educational philosophy, and who has experience and a commitment to working with a special population. The director-instructor could them impart his knowledge and experience to other staff members through leadership and specific staff training.

Presently, the Program A program design is not clearly related to project goals and instructional objectives. Both project goals and instructional objectives are written in the Illinois Law Enforcement Commission Grant Application; however, Program staff during interviews, although not denying these goals and objectives did not provide consistent evidence of commitment or faith in these goals and objectives. It is suggested that goals and objectives be re-written and clarified with clear behavior indices and clear methodologies which are incorporated into the Program A design.

Presently, the Program A design has no purpose or rationale. Short courses are not tied thematically or practically to long courses. Participation in a short versus a long course is not determined on the basis of any particular need or capability. The activities during a short course show no evidence of developmental considerations and planning. In fact, course planning for the short course is minimal and repetitive. Climbing remains the only activity. A project design should be created which relates long courses to short courses in a developmental sequence. Programming such as the following is recommended: (1) an orientation conducted in the community; (2) a two-day immersion course; (3) a two-day basic skills course; (4) a longer ten to fourteen day expedition; (5) a follow-up in the community; and (6) a two-day reunion trip. The orientation would allow youth to learn about the program and staff a chance to select the youth who would benefit the most from the program. The immersion should serve to immediately put youth in a new environment and in new roles. The basic skills course is a preparation for the expedition. Expedition is an adventure, a reward and a culmination of skills training and group development. The follow-up allows youth to transfer personal growth to their everyday lives. Finally, the reunion weekend is an opportunity to reinforce the positive growth which has occurred. The details of this project design, and there are many, should be planned by a person who is familiar with a wide range of possibilities, who has an understanding of the Outward Bound philosophy and methodology and who is directly involved with Program A. If the position of director-instructor described above were established responsibility for project design would be this person's.

Codified operational and emergency procedures do not exist at Program A. These procedures are necessary for a successful and safe program. Again, it is recommended that Program A employ a qualified director-instructor full time who can develop and implement these procedures.

During observation and interviews, Program A staff did not demonstrate the teaching skills, ability in group dynamics or commitment to objectives and methods characterizing most Outward Bound adaptive program staff. The lack of training and experience in the stress-challenge concept appear to contribute to a large extent to this situation. In addition, only one of the program staff works with Program A on a full-time basis. The youth director, only devoting a portion of his time to Program A, is not experienced in the stress-challenge concept and thus, cannot provide leadership or training to other staff members. He is in fact, often dependent on other staff members to make important programmatic decisions. The recommendation regarding this situation is to establish a full-time director-instructor with the qualifications discussed earlier.

Program A offers no orientation or follow-up. It is recommended that an orientation is established which includes: a visual and verbal description of the entire program; an interview to determine a youth's desire to participate, his level of commitment, his physical condition, etc.; a performance contract specifying continuing commitment to the program and signed by both the youth and the instructor; and completion of applications and medical forms. It is recommended that the follow-up include a ceremony, certification of course completion, interviews with instructors, group debriefing, students' course evaluation, a service project and activities in the community.

Administration or management has not been conducive to program development at Program A. While a budget request and narrative exists as part of the Illinois Law Enforcement Commission Grant Application, no budget detail of the entire program exists. Planning for program development is very difficult without this. A course cost should be set so during orientation, youth are aware of costs. It is also recommended that partial or full scholarships be offered if youth cannot afford costs. A detailed budget is required to determine the number of scholarships to be offered. Group size and mode of transportation are two other considerations needing re-evaluation. According to all literature and experience, eight to twelve participants are desirable. For safety reasons, two instructors generally accompany a group. Consequently, approximately fourteen persons plus two to three voluntary police officers might form a group. Seventeen persons in a fifty-two passenger bus is not economical or practical. It is recommended that Program A purchase a van with a capacity of 15-19 passengers. Within administrative concerns, it is also recommended that

Program A obtain application and medical forms during orientation for all participants and that a permanent file be established on all participants. This file should contain all orientation and follow-up materials, student course evaluations and a staff evaluation of students.

CHAPTER V

EVALUATION OF PROGRAM B

This evaluation was conducted from May 1, 1976 to May 16, 1977. Participant observation and pre- and post-testing was conducted during May, June, July, and August of 1976. Correspondence and interviews with program personnel as analysis of data were conducted September 1, 1976 to May 16, 1977.

Program Profile

Program Background

Program B operated for two summers prior to Illinois Law Enforcement Commission funding. The application for funds was to expand services to more youth and to absorb program costs previously absorbed by volunteer staff.

Program B consists primarily of two-week long summer courses. In 1976, five fourteen day expeditions were offered. Expeditions include a five day canoe trip, a four to five day backpack trip and two to three days of climbing and caving. During 1976, a few days of homesteading experiences were added to some courses. The majority of days of expedition are spent in the Missouri Ozarks.

In 1976, seventy-four youth participated in the five expeditions. Sixty-five youth completed courses. One youth withdrew due to illness and eight youth voluntarily withdrew or were terminated by their instructor. Twenty-six other youth were recruited but did not participate.

Participant Observation

Direct observation through participation at Program B was conducted by Sarah Andrew and Ted Wichmann on May 8 in a patrol aide training session and a student orientation session; by Sarah Andrew in a two-week expedition June 19 to July 2; and by Paul Yambert in a visit to the homesteading phase of an expedition August 21 to 22. Observations were recorded immediately following participation except in the case of the two-week expedition when a daily journal was kept.

The following interviews were conducted with the program director and staff:

May 3, 1976	Andrew, Wichmann, Yahraes, Yambert
May 8, 1976	Andrew, Wichmann
June 19, 1976	Andrew
March 21, 1977	Andrew, Wichmann, Yambert

Andrew, Wichmann and Yambert recorded information during the interviews. In addition, telephone conversations and written communications occurred from April 30, 1976 to March 29, 1977.

The presentation of program profile data will follow the outline of the program processes checklist.

The Checklist

1.0 Understanding and Adaptation of the Outward Bound Philosophy, Methodology and Activities

One central tenet of the Outward Bound philosophy is the stress-challenge concept. The stress-challenge concept is a method of teaching, or perhaps more appropriately, a method of learning, in the field. The series of successes each activity provides contributes to positive growth in self-concept. Another very important aspect of the Outward Bound philosophy is the emphasis on functioning as a group. The majority of activities and wilderness living in general require group interaction. Working with others provides one of the greatest challenges in the program and one of the greatest opportunities for growth in self-concept.

1.1 The Small Group Process in Experiential Learning

The small group usually includes development through four states: dependence, conflict, cohesion, and interdependence (Jones, 1974). Generally, the group observed at Program B remained in the dependency phase of development. This phase is characterized by reliance on the facilitator-instructor for guidance. Constant questioning is typical in this stage. "What are we going to do now?" "Where are we stopping?" "What are we going to have to eat?" In order to move out of this phase, instructors must become less directive and deliberately push the group members toward decision-making. This low-key, indirective approach may result in a group pondering a simple decision, such as where to stop and set up camp for literally hours and long past dark. Great patience is required of instructors; without it, the group will not progress beyond stage one and will never realize cohesion or interdependence which are the vehicles to a youth's growth in compassion, sharing, trust, respect for self and others. Inevitably, in fourteen days of twenty-four hours a day contact, conflict will arise, both among group members and among members and instructors. Conflict if facilitated well often leads to a catharsis and eventually cohesion. During observation, conflict was ignored rather than dealt with and the group development did not appear to go beyond the second stage and into the cohesive stage or the conflict stage except momentarily.

1.2 Immediate Application of Skills in Graduated Stress-Challenge Situations and 1.3 Learning In and From a Simple, Objective, and Immediate, Natural Environment

The programming itself at Program B is conducive to immediate application of new knowledge and learning in and from an objective and immediate environment. During the two week expedition, it was observed that youth did have an opportunity to immediately apply new knowledge such as cooking, shelter building and fire building. Program B also provided an opportunity to learn in and from an objective and immediate environment. These opportunities included maintaining a water supply in June and July heat, staying dry in a twelve-hour downpour, and staying afloat in a canoe.

1.4 Performance-Centered Guidance Approach

The performance-centered guidance approach is the method used by the instructor to facilitate a group or an individual's growth. When performance or doing, as in all experiential education, is used as the measure of growth, an individual is very aware of his own progress. What a youth does "now," in an immediate situation, is what matters. By using the performance-centered guidance approach, the instructor is able to deal with a youth's aversions, distortions of reality and many other problems. Often the instructor alone cannot successfully use this approach and that is where the entire group can become involved through "process illumination" (Yalom, 1975). During observation the performance-centered guidance approach was not used extensively, especially during the first five days. Negative performances occurred repeatedly with two youths and were ignored. This resulted in polarization between the instructors and these youth and eventually in the termination of both youths.

1.5 A Wide Range of Challenges Including Such Activities as Initiative Courses, Orienteering, Rappelling, etc.

Program B provided a variety of challenges through rock climbing, canoeing, marathon, morning exercises and trekking. Caving and homesteading activities are two new activities. Program B has recently been added to programming.

1.6 Challenge Appropriately Geared to a Specific Population

Difficulty of activities was relatively well-balanced. Backpacking in the summer was hot and often hard work while canoeing was less difficult. Generally, however, the programming during the two-week course was not intensive. Slow-downs in pace became times when the group development tended to dissipate into petty bickering.

1.7 Flexibility, Innovation and Creativity Rather than Dogmatic Regimentation

No dogmatic regimentation was observed at Program B; however, more flexibility would have improved the program especially in dealing with problem behavior. During participant observation, it appeared problem behavior could have been effectively dealt with had planned activities ceased and group discussion or perhaps confrentations occurred.

1.8 Community Involvement and Service

A service project is not a part of Program B. There is also no community involvement.

1.9 Opportunities for Progressively Greater Self-Reliance

Over the two weeks of observation the youth became competent in preparing meals and setting up camp. Greater self-reliance was also evidenced in successful one-night solo experiences.

1.10 Activity Sequence Conducive to Evolution of an Environmental Ethic

Care was taken in cleaning up a campsite when leaving and instructors explained why firescares should be obliterated if possible. Throughout the expedition, informal environmental education took place. The short caving experience especially emphasized the group's impact as wilderness or semi-wilderness travelers.

2.0 Effective Educational Design of Project Objectives and Evaluation

2.1 Activities Integrally Related to Expressed Objectives

As stated in the Program B Illinois Law Enforcement Commission Grant Application, the objectives of Program B for the delinquent population are:

1. Make conventional and delinquent alternatives clear.
2. Encourage the delinquent or near delinquent to question the ultimate utility of delinquent alternatives.
3. Help conventional alternatives assume positive viability for them.

A number of additional objectives also stated in the Grant Application are: (1) provide a mature male interaction through rugged physical survival experiences in which decision-making skills, self-confidence, self-reliance, and the viable possibility of success are emphasized; (2) establish an understanding of the importance of group cooperation as opposed to individual competition in achieving a community goal; and (3) survival techniques and decision-making capabilities will be presented in such a manner so that the application of these skills for everyday living will be encouraged. Finally, four more objectives are listed: (1) foster an increased sense of self-identity; (2) encourage individuals to push themselves beyond what they consider their normal physical limits; (3) increase motivation; and (4) increase the ability to see one's self from others' perspectives.

The design of Program B, the two-week expedition format, is compatible with all of the expressed objectives. Most activities are integrally related to objectives such as increasing activation, encouraging individuals to push themselves, and establishing an understanding of the importance of group cooperation. However, not all the expressed objectives are in turn integrally related to activities as observed in the field. An activity integrally related to "increase the ability to see one's self from others' perspectives," would be organized debriefing sessions throughout the course. There was no organized debriefing until the final evening of the course. This type of activity, conscious group development through debriefing, group discussion or group processing is a part of most Outward Bound standard courses and is used even more extensively as a therapeutic approach for special populations.

Another objective, "provide a mature male interaction..." is outdated in that Program B is operating as a coed program. On this same point, it should be noted that there are no female senior staff at Program B. More balance in male and female staff would probably aid in achieving the stated objective for both male and female participants.

2.2 Objectives Include Behavior Indicators as Well as Desired Outcomes Objectives stated in the Program B Grant Application and listed in abbreviated form in subsection 2.1 of this evaluation include desired outcomes, but no specific behavior indices.

2.3 Objectives Reflect the Special Needs of the Projects' Specific Populations

The stated objectives of Program B clearly reflect the generally accepted needs of a delinquent or pre-delinquent population. However, needs should be more clearly stated and related to theory of causation.

2.4 Opportunities for Successful Experiences Provided for All Participants

A variety and quantity of opportunities were presented to youth for successful experiences. During a two-week expedition, the following opportunities were available: (1) team's course; (2) shelter building; (3) meal preparation; (4) fire building; (5) climbing and rappelling; (6) caving; (7) backpacking; (8) group living; (9) canoeing; (10) first aid simulations; (11) solo; and (12) marathon.

2.5 Instructor Awareness of Participant Progress or Regression

Observation at Survival Project revealed that for the most part instructors are aware of participants' progress and regression. The instructor was aware of skill levels and encouraged all participants to develop their skills. Fire-building for example, was a skill which the instructor asked each person to work on by trading off that duty.

2.6 Encouragement and Vehicles for Individuals to Evaluate Their Own Progress and Success

The most common vehicles used to help a participant reflect upon his growth or lack of growth are group processing and interviews with the instructor. Neither interviews nor group processing was used in the field. The last evening of the course, a group discussion was held which was an opportunity to evaluate the experience. Individuals spoke about their own reactions and feelings.

3.0 Established Operational and Emergency Procedures

3.1 A Comprehensive Staff Manual Including All Procedures and Related Information

Program B has operated for three years, growing from a very small, volunteer organization to its present status. The development of a staff manual has paralleled the program development. Presently, sections of the manual are completed, but not the entire manual. The staff is committed to the development of a manual. One important section of the manual, standard operating procedures, is completed.

3.2 Participants' Personal Data Sheets Always Readily Available to Immediate Supervisors

Relevant personal and medical data for participants is carried by instructors in the field at all times.

3.3 Standard Operating Procedures and 3.4 Expedition and Base Camp Emergency Procedures

As mentioned in subsection 3.1, Program B is presently compiling a staff manual. Standard operating procedures and expedition, emergency and base camp procedures were completed prior to summer 1976 and are clearly adequate.

3.5 Appropriate Safety Rules for All Potentially Dangerous Activities Such as Climbing, White-Water, Solo, etc.

Program B safety rules for all potentially dangerous activities are appropriate and conscientiously enforced.

3.6 Adequate Equipment and Systems Especially for Climbing, Rappelling and Belaying

In all situations observed, both in the field and at the teams course at the community college, Program B used adequate equipment and systems.

3.7 Responsibility and Liability Are Understood and Situations Requiring Direct Supervision Are Differentiated

Clearly, Program B staff observed in the field are aware of responsibility and liability. Activities requiring direct supervision, such as climbing, the teams course and caving, are distinguished from activities requiring only indirect supervision such as shelter building and meal preparation.

3.8 Project Runaways or Drop-Outs Are Not Treated as Immediate Failures

Program B has no "drop-outs or runaways" except for those due to illness. The program does, however, have a policy of "termination." Termination is determined by individual instructors. Youth who are terminated are simply removed from the program and returned to their homes or sponsoring agencies. During one period of observation, two youths were terminated. These youth did not engage in a discussion with the instructor regarding their termination.

4.0 Staff Competency

The Survival Project staff consists of a director who is on the faculty of a community college and works with the program part-time. The director is also the founder of the program. The senior staff have been working with the program for three years. During th3 summer, each patrol of six to eight youth have one senior instructor and one patrol aide. One logistics person, also a senior staff, accompanies each patrol for a portion of the expedition to help with climbing and to drive the van.

4.1 Staff Competency in Search and Rescue and 4.2 Staff Comptency in Life Saving and 4.3 Staff Competency in Emergency Medical Care

Program B staff are trained in the areas of search and rescue, life saving and emergency medical care. Training for patrol aides is given each spring by the senior staff.

4.4 Staff Technical Competency (Ropes, Knots, etc.)

Staff technical competency including all aspects of climbing and rappelling systems such as knots, anchors, the belay and care of rope is adequate.

4.5 Staff Teaching Skill (Both Methods and Philosophy)

Indirect teaching which relies on an establishment of a need to learn and, therefore, a desire to learn is the method employed in experiential education. Direct teaching often only leads to rebellion against an authority figure, usually already a problem for most delinquent or pre-delinquent youth. Indirect teaching was not used as extensively as possible.

4.6 Staff Commitment to Program Objectives and Methods

The Program B staff are exceptionally committed to the program and the program's ideology. Specific objectives and specific methods as discussed in the previous section are not completely clear nor always integrally related.

4.7 Staff Competency in Group Dynamics (Among Peers and Participants)

This is an important area for special populations. Twenty-four-hour-a-day group processing drains an instructor's energy and yet this is the unique and possibly exceptional aspect of stress-challenge programs. Observation did not reveal great experience or commitment to this aspect of programming. No debriefing was conducted until the last evening of the course.

4.8 Staff Competency in Anticipating and Preventing Emergency Situations

Program B staff are very conscious of safety during all phases of programming. Usually experience is the best insurance a program has for preventing accidents and emergency situations, as long as staff are trained in all areas of safety. The staff is composed of a seasoned staff.

4.9 Staff Competency in Adapting to Changing Situations Both External to the Group and Within It

During observation, staff appeared to be very competent in adapting to changing external situations. For example, a flash flood on the Eleven Point River required programmatic alterations which staff handled well. Staff was less flexible in altering scheduled activities to handle problems within the group (see subsection 1.7).

5.0 Administrative Details

This section of the program profile is an attempt to look at administrative aspects which have a direct effect on programming in the field.

5.1 Completion of Illinois Law Enforcement Commission Data Forms

Illinois Law Enforcement Commission data were adequately completed at Program B except for the Client Data form. Completion of this form was complicated by two factors: (1) participants were from seven different counties and over eighteen agencies; and (2) Program B staff are hired to work summer months only and at this time are usually busy in-the-field. However, Program B, using their own medical form, was able to acquire medical information on participants; demographic data could also have been requested with the medical form.

5.2 Adequate Insurance

Program B holds insurance through the community college where it is located. The policy covers all youth in the field for accidents. A medical release form is included in the medical form obtained for each participant from parent or guardian.

5.3 Adequate Financial Records Kept

Financial records are adequate.

5.4 Appropriate Application and Medical Forms

Medical forms used at Program B are clearly appropriate and adequate. Application forms providing demographic data are not presently used.

6.0 Special Project Components Designed to Meet the Specific Needs of Delinquent and/or Pre-Delinquent Populations

6.1 Selection Criteria Based on Documented Experience and Expressed Objectives Rather Than Folklore and Anecdotal Information

The following selection criteria exist at Program B: (1) voluntary willingness to give the program a try; (2) must be at least fourteen years old; (3) must not display behavior problems that would endanger the safety of others, or of himself; (4) must be in sound physical health; (5) must be interviewed prior to the course so that he/she understands what will be going on; (6) must be willing to abide by the basic procedures of the program. The primary constraint in operation at Program B with regard to selection is the referral system. Participants are referred through coordinators named by the regional Law Enforcement Commission office. These coordinators work in a variety of youth serving agencies and have been asked to serve as clearing house agents for Program B. In order for this referral system to be effective Program B must actively inform each coordinator as to the nature of Program B, including its goals, methods, and selection criteria. Presently, the referral system is not functioning effectively. Through interviews with Program B staff, it was ascertained that "Orientation Meetings" were scheduled during the spring of 1976 and again during the spring of 1977 for coordinators. There was a 50%

attendance rate both years. Interviews with each prospective participant prior to acceptance into the program was impossible in practice due to the coordinator referral system.

6.2 Selection Criteria Are Well Understood by Agency Professionals

According to responses to the Evaluation Research Questionnaire (Appendix C) mailed to sponsoring agencies in January 1977, the selection criteria are not well-understood by agency professionals. In response to "What criteria were used by your agency to select youth to receive scholarships to the Survival Project?" sponsors stated simply: (1) nine; (2) all volunteers; (3) any client of the sponsoring agent; and (4) any youth in need of financial support.

6.3 Agency Professional Staff Orientation Programs Incorporating Both Experience and Philosophy

Although Program B offers an orientation program for agency professionals, few participate in the program. No funding has provided for staffing or running these orientation programs. Nor was funding provided for dissemination of information regarding the orientation program.

6.4 Student Orientation Program Which Provides an Introduction to the Experience

Orientation programs for students are offered each spring. As with orientation programs for agency professionals, no specific funds were allocated for this program in 1976.

6.5 A Sense of Continuity Between the Follow-Up and the Stress-Challenge Component

During 1976, Program B did not offer a formal follow-up. Informally, a weekend program during the fall was available. Again, with no specific funds, the informal follow-up did not occur. Follow-up consisting of letters from instructors to students did occur.

6.6 Opportunity to Channel Any Sense of Accomplishment Resulting From the Experience

Without a structured follow-up, Program B has been unable to facilitate the development of opportunities for channeling the positive growth and accomplishment of participants.

6.7 Hot-Line Advocacy with Provisions for Crisis Intervention

This service is not available to participants at Program B.

7.0 Program Components

A look at program components offered provides a broad comparison with other types of adaptive programs. No one component is considered indispensible to good programming, however, diversity is one indicator of good programming.

7.1 Immersion

During observation, Program B did not utilize the Immersion component. Some patrols do have an Immersion and travel directly to the semi-wilderness environment.

7.2 Emergency Care Training

Program B employs this component. Basic first-aid is taught throughout the course. Participants receive a first aid certificate if they are involved in all the specified training.

7.3 Outdoor Skills Training

Outdoor skills training including fire-building, shelter building, canoeing and cooking, is a component of Program B.

7.4 Base Camp Phase

The base camp phase of Program B is short. Time spent at base camp is generally for issuing gear and for cleaning and returning gear.

7.5 Wilderness Expedition

Program B breaks its fourteen-day program into two short wilderness expeditions. One wilderness expedition is a trek on the Whites Creek Trail through the Mark Twain National Forest. Another is a canoe trip on the Eleven Point River. A ride in vans between these two expeditions breaks the continuity of the wilderness travel.

7.6 Urban Experience

No urban experience is offered.

7.7 Solo

A one-night solo for all participants is a component of Program B. The solo occurs during the expedition phase.

7.8 Marathon

A marathon is a component used at the discretion of the instructor. It usually takes place the morning of the last day of the course and consists of a run or the group completion of the teams course or a combination of these two activities.

7.9 Youth Leaders

During the period of evaluation, Program B used patrol aides with each group. Generally, a patrol aide was a participant in Program B in previous years. The role of the patrol aide was not well-defined in the field.

Participant Profile

Seventy-four youth participated in Program B treks during the summer 1976. Information in Table 11 is based on data available on these seventy-four subjects. Information was obtained from the Illinois Law Enforcement Commission Monthly Report Form Part C: Client Data and the "Evaluation of Program B Research Questionnaire" mailed by the evaluation team to sponsoring agencies in January, 1977. Categories for each variable are those provided in the Illinois Law Enforcement Commission report form except where noted.

Summary follows of these variables providing pertinent information. Conclusions regarding all data in the participant profile will be presented under "Conclusions and Recommendations" at the end of the chapter.

Of the seventy-four youth participating in Program B, 17.6% live with their mothers; 40.5% live with both parents; 16.2% live in an institution or home; 1.4% live with other relatives; 2.7% live with foster parents; and for 21.6% no data was available.

Data on legal violations was unavailable for 82.4% of the youth comprising the profile. Data on juvenile problems and disposition are similarly unavailable.

Available data do indicate, however, that the typical Program B participant is fifteen to seventeen years old, white, male, in school and living with both parents.

Pre- and Post-Testing

The Tennessee Self Concept Scale and The Jesness Inventory were administered immediately before and immediately after the fourteen-day

TABLE 11

Demographic Variables of Participants
N=74

Variables and Categories	Absolute Frequency	Relative Frequency
Age		
14	11	14.9
15	20	27.0
16	20	27.0
17	17	23.0
18	6	8.1
Sex		
Male	65	89.2
Female	8	10.8
Race		
White	66	89.2
Black	8	10.8
School Status		
In School/College	41	55.4
Out of School, Not Graduated	2	2.7
Graduated	6	8.1
No Data	25	33.8
Years of School Completed		
Six	1	1.4
Seven	4	5.4
Eight	5	6.8
Nine	19	25.7
Ten	12	10.2
Eleven	11	14.9
Twelve	1	1.4
No Data	21	28.4
Living Arrangements		
Living with Mother*	13	17.6
Living with Both Parents*	30	40.5
Living in an Institution/Home*	12	16.2
Living with Other Relatives	1	1.4
Living with Foster Parents	2	2.7
No Data	16	21.6

TABLE 11 (Continued)

Variables and Categories	Absolute Frequency	Relative Frequency
Legal Violations		
Burglary	1	1.4
Petty Theft	4	5.5
Vandalism	1	1.4
Runaway, Petty Theft, Aggravated Assault and Battery and Other Major Felony	1	1.4
Burglary (2), Drunkeness*	1	1.4
Robbery, Disorderly Conduct	1	1.4
Larceny, Petty Theft	1	1.4
No Data	63	85.1
Juvenile Problems		
No Problems	11	14.9
Family Problems	2	2.7
No Data	61	82.4
Disposition		
Released to Social Service	1	1.4
Referred to Juvenile Court Intake Officer for Further Action	10	13.6
No Data	63	85.1

*Variables not listed on ILEC report forms expedition at four of the five Program B expeditions. Forty-nine youth were tested in a classroom of the community college. All youth were given both the Tennessee Self Concept Scale and The Jesness Inventory.

Data Analysis

Analysis of test data is summarized in Tables 12 and 13. Table 12 presents the mean raw scores and t-values for 28 scales of the Tennessee Self Concept Scale pre- and post-tests of 49 youth. Table 11 presents the mean raw scores and t-values for 11 scales of The Jesness Inventory pre- and post-tests of 49 youth. A study of these data revealed that the null hypothesis was retained for statistical hypothesis I, statistical hypothesis II, and statistical hypothesis III. Data show no significant gain in positive attitude, self-concept, or reduction in asocialization at the .05 or .01 level.

Summary, Conclusions and Recommendations

Summary

Program profile data reveals that Program B staff have a good basic understanding of the Outward Bound philosophy, methodology and activities except the small group process which was not used fully or extensively. The Survival Project educational design is adequate but limited in that orientation and follow-up, special project components for delinquent and pre-delinquent populations, have not been successfully established. The level of staff competency at Program B is adequate, however, since staff are only seasonal, Program B is not benefitting from the time and abilities of the staff, especially the director, year round. The administration at Program B is basically sound although not all details are covered.

TABLE 12

Tennessee Self Concept Scale Pre- and Post-Testing
N=9

	Pre		Post		T	2-Tail
	Mean	S.D.	Mean	S.D.	Value	Prob
Self-Criticism	35.2	6.9	33.5	8.5	1.82	0.074
True/False	1.0	.6	1.2	1.1	-1.49	0.143
Net Conflict	-2.0	23.5	2.4	23.5	-1.25	0.216
Total Conflict	40.6	19.7	45.2	31.3	-1.18	0.244
Total Positive	296.9	33.4	299.9	35.9	-0.87	0.387
Positive Score Row 1	107.6	15.8	106.1	16.1	0.93	0.356
Positive Score Row 2	93.8	13.8	97.5	13.8	-2.42	0.019*
Positive Score Row 3	95.4	11.1	96.3	11.5	-0.60	0.553
Positive Score Column A	63.2	9.2	63.6	9.8	-0.28	0.779
Positive Score Column B	57.9	9.0	58.4	8.9	0.52	0.605
Positive Score Column C	59.0	8.0	59.4	7.9	-0.39	0.698
Positive Score Column D	57.2	8.0	59.6	7.9	-0.39	0.698
Positive Score Column E	59.6	8.0	58.9	7.0	0.78	0.441
Total Variability	48.7	19.7	45.0	16.4	1.56	0.125
Row Variability	20.1	8.2	19.0	7.5	1.05	0.301
Distribution Score	100.2	63.5	104.9	30.5	-1.06	0.295
Number of 5's	15.8	11.6	13.5	11.2	1.78	0.081
Number of 4's	19.0	11.5	22.2	14.9	-1.92	0.061
Number of 3's	32.1	20.4	26.0	16.2	2.39	0.021*

TABLE 12 (Continued)

	Pre Mean	Pre S.D.	Post Mean	Post S.D.	T Value	2-Tail Prob
Number of 2's	16.7	11.6	20.8	13.1	-2.62	0.012**
Number of 1's	16.5	10.6	17.5	14.2	-0.53	0.597
EMPIRICAL SCALES						
Defensive Positive	46.9	10.9	47.7	13.1	-0.57	0.571
General Maladjustment	81.4	10.6	82.5	9.9	-0.93	0.354
Psychosis	53.3	9.6	53.9	7.3	-0.53	0.596
Personality Disorder	58.6	11.0	60.2	9.9	-1.21	0.230
Neurosis	71.6	11.2	71.9	11.6	-0.19	0.850
Personality Integration	6.5	3.5	8.1	3.6	-3.67	0.001**

*Significant at .05 level
**Significant at .01 level

TABLE 13

The Jesness Inventory Pre- and Post-Testing
N=49

	Pre Mean	Pre S.D.	Post Mean	Post S.D.	T Value	2-Tail Prob
Social Maladjustment	25.9	7.9	26.0	8.2	-0.07	0.947
Value Orientation	17.1	6.3	17.1	7.2	-0.07	0.941
Immaturity	15.9	5.9	15.7	5.9	0.28	0.784
Autism	10.9	4.2	10.9	4.5	0.04	0.965
Alienation	9.9	4.7	10.0	4.7	-0.23	0.818
Manifest Aggression	15.6	4.8	15.2	5.4	0.59	0.560
Withdrawal	12.2	2.8	12.2	3.0	-0.05	0.960
Social Anxiety	12.5	2.8	13.2	3.1	-1.73	0.091
Repression	4.8	3.1	4.8	2.7	0.00	1.000
Denial	10.9	3.3	10.6	3.7	0.83	0.411
Asocialization	20.6	6.5	20.4	5.8	0.23	0.819

This is largely due to the part-time nature of the director's job. Program B has adapted a number and variety of program components into its two-week course.

The second evaluation component, the participant profile, was based on Illinois Law Enforcement Commission Monthly Report Form Part C: Client Data and a questionnaire mailed to sponsoring agencies. This data was very limited regarding legal violations, juvenile problems, and disposition. However, based on other variables, the typical Program B participant is fifteen to seventeen years old, white, male, in-school, and living with one or both parents.

In the final evaluation component, pre- and post-testing, the Tennessee Self Concept Scale did not show significant gains in overall self-esteem and The Jesness Inventory did not show significant gains.

Conclusion and Recommendations

The majority of the population Program B serves is referred through social agencies. It is not known whether these youth have records of legal violations, but it is assumed that those referred through social agencies have some type of juvenile problem. The selection criteria are adequate, however, not all selection criteria are presently in operation. Most importantly, an interview is not conducted by Program B staff with all participants. This is due largely to a complicated recruitment and referral process which does not show evidence of having been planned in conjunction with the selection criteria. It is recommended that the recruitment system be re-designed to insure that youth referred to Program B meet the selection criteria and that those youth who do meet the criteria have the opportunity to participate.

One suggestion is better dissemination of program information to agencies; another suggestion is to include recruitment in the director's job description.

All Program B staff show evidence of understanding the Outward Bound philosophy, methodology and activities. More training and experience are necessary in small group processing. It is recommended that a full-time, year round director be appointed at Program B. He should be qualified in all aspects of program administration, possess a variety of outdoor skills and communication skills and be experienced and committed to working with problem youth. On a full-time basis, this person could provide leadership and plan adequate training in group processing techniques.

The objectives of Program B are numerous and the program staff are committed to these objectives. However, simply because there are so many objectives they are not all clearly related to methodologies and to program design. It is recommended for the benefit of present and future staff that more concise objectives with behavior indices be written and that these objectives be clearly tied through methodology to the program design.

The Program B design consists of two-week expeditions during June, July, and August. The two-week course is generally divided in two or three phases. A van is usually used to transport youth to a new locale for each phase of the program. It is recommended that an effort be made to maintain more continuity among the phases of the expedition. Youth could backpack and bushwack to canoes which are stashed on the river for the canoeing phase of the expedition rather than backpack, ride in a van

The administration of Program B includes a number of established systems such as equipment maintenance and storage, food planning and ordering, evaluation form collation, etc. However, administrative details such as attaining all data for all demographic variables for all participants, communication with agencies regarding orientation, forms, etc. are not completely consistent. It is recommended that the program director work full-time, year round with continuous attention to these details.

Presently, Program B is operating on a budget of $200 per youth for a fourteen-day course. All costs except the salary of a part-time director are paid out of this account. This cost is far too low as compared to program costs at other Outward Bound adaptive programs for delinquent youth. The Connecticut Wilderness School for example, offers a fourteen to twenty day wilderness course and a year long follow-up for $793 per youth (Note 11). G.I.G. (Growth and Individual Growth) in Pennsylvania offers a forty-two day long course for $31.21 per youth per day which is over twice the per youth per day cost at Program B (Note 12). It is recommended that Program B's budget be increased to meet the special needs of a delinquent population (i.e., orientation and follow-up) and provide for a full-time director and year round staffing.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

A review of current literature related to stress-challenge programming specifically serving delinquent youth indicated that presently approximately 100 such programs exist. In addition, there are approximately 200 other stress-challenge programs not primarily serving delinquent youth but accepting a small percentage of youthful offenders. These programs are all often called Outward Bound adaptive programs. The educational principles and concepts of Outward Bound schools are in fact an adaptation of the innovative educational model developed by Kurt Hahn at Gordonstown School, Marayshire, Great Britain in the 1940's. The goal of the Gordonstown School was to employ physical and psychological challenges as a catalyst to personal and intellectual growth.

The majority of the stress-challenge programs serving delinquent youth exclusively are funded partially or wholly by public funds. For this reason, evaluation is imminent and inevitable. A search for literature related to program evaluation revealed some studies concerned with program outputs such as growth in self-concept. The majority of these studies were very favorable. Delinquent youth participating in stress-challenge programs showed growth in self-concept, improved attitude toward authority, reduced recidivism and reduced school drop-out rates. However, no studies were found including not only program outputs, but program operations and inputs as well. The purpose of this study is to provide a model for such a comprehensive evaluation and thus offer insight into why the stress-challenge program has been successful.

The evaluation model contains four components: (1) program profile; (2) participant profile; (3) pre- and post-testing; and (4) recidivism study. The program profile employing participant observation is based on a program processes checklist developed for this evaluation model.

Two evaluations contained in Chapter IV and Chapter V and based on this model, were conducted for two programs funded by the Illinois Law Enforcement Commission. The evaluations confirm the importance of the comprehensive evaluation model. The program profile constructed on the basis of data obtained through participant observation provides invaluable information regarding philosophical foundations, educational design, operations and emergency procedures, administrative details, special project components and standard program components. These data are vital to the interpretation of recidivism rates, test scores and participants' demographics.

The evaluation of Program A indicated that philosophic foundations and logical educational design are mandatory. Experienced and knowledgeable staff are also required. Participant observation revealed that these prerequisites were not met. Consequently, the program activities were conducted in a dangerous manner, staff-youth interaction was not productive, youth did not gain significantly in measures of self-concept and recidivism rates did not indicate program success.

The evaluation of Program B revealed good philosophic foundations, an adequate but somewhat unstructured educational design, an extremely committed but overworked seasonal staff, clear operational procedures but no developed special project components for delinquent youth. The effect of this inconsistent meeting of criteria is apparent in that test gains were not significant. No recidivism study was conducted. While the groundwork for a successful program is apparent at Program B, inadequate funding and strictly seasonal operation of Program B are major handicaps.

Conclusions

The evaluation model proved feasible for two very different stress-challenge programs. Program A, operating in conjunction with the local police department serves youth from one upper middle class community. Originally, standard programming consisted of weekend trips. Volunteer police officers participate in trips. Recruitment of youth is random and informal. No application process is utilized. In contrast, Program B operates at a community college and participants are recruited through youth workers designated as volunteer coordinators. Participants represent seven counties and are sponsored by nineteen social agencies. Program B offered five two-week long expeditions and staff have little contact with the majority of youth before or after the two-week experience.

The evaluation model also proved flexible. While data for all four components of the evaluation model were not attained at both programs the combination of the data which were available was definitely sufficient for a comprehensive evaluation.

Recommendations

Recommendations for Program Development

The purpose of this section is to make recommendations concerning program development in stress-challenge programs for delinquent youth.

1. Generally conditions for receiving funds from the Illinois Law Enforcement Commission and other public sources include evaluation and sometimes specify testing or recidivism data as evaluation tools. Consequently, it is recommended that stress-challenge programs for delinquent youth develop internal evaluation procedures perhaps employing the model developed in this study. Thus, if outside evaluation is required, the vehicle for such an evaluation is already established and program personnel are able to provide positive input into that evaluation. In addition, internal evaluation material is valuable in program promotion, in obtaining funding and can be used in future research aimed at improving the state of the art.

2. As stress-challenge programs have become firmly established as an alternative to incarceration there is an increased focus on process definition. The methods and treatments employed in stress-challenge programs need to be clarified. Program descriptions or educational designs should include not only objectives but a statement of needs explaining the process or treatment used in meeting these needs and the causal theory or theories upon which the program operates.

3. Established stress-challenge programs for delinquent youth should affiliate formally to share experience and to serve as an available source of information for public agencies and emerging programs in the hopes of regulating to some degree the quality of future stress-challenge programs.

Recommendations for Future Research

This study has demonstrated the need for and the feasibility of an evaluation model for environmental stress-challenge programs for delinquent youth. The study has also revealed areas requiring further investigation. Some areas for future research follow:

1. Development of the program processes checklist used in this study. A possible system of weighting items might prove valuable.

2. Further development of the evaluation model presented in this study. Inclusion of staff assessments of students and student self-assessments are possibilities.

3. Development of testing instruments to measure growth in areas besides self-concept. An instrument to measure growth in environmental awareness would be beneficial.

4. Comparison of the effect of program length. If one program based on the same philosophy, using the same staff and incorporating the same methods were to conduct two programs markedly different in length and conduct an evaluation based on the model in this study the effect of program length could be determined.

5. Development of a model for staff training procedures. This type of model could include skills training and group processing skills.

6. A comparison of the effectiveness of stress-challenge programs and other alternatives and community-based programs for delinquent youth. The evaluation model could easily be adapted to this type of study.

These are only a few suggestions. The list of possible studies is long. Surveys of program manuals, safety policies, types of areas used for programming and equipment are other potential areas of research.

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APPENDIX A

CLIENT DATA FORMS

Monthly Report
Program A

Prepared by______________________

Date Prepared______________________

PART C: CLIENT DATA

Client Code	Client Accepted 1=Yes 2=No	If No, Reason (A)	Age 99=Unknown	Sex 1=Male 2=Female	Race/Ethnicity (B)	School Status (C)	Years of School Completed	Degrees Completed (D)	Employment Status (E)	Income Per Month	Living Arrangements (F)	Prior Police Contacts			Reason for Present Referral (G or H)	Referral Source (J)
												Legal Violations (G)	Juvenile Problems (H)	Disposition (I)		

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PART C: CLIENT DATA

Client Code	Client Accepted 1=Yes 2=No	If No, Reason (A)	Age 99=Unknown	Sex 1=Male 2=Female	Race/Ethnicity (B)	School Status (C)	Years of School Completed	Degrees Completed (D)	Employment Status (E)	Income Per Month	Living Arrangements (F)

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Client Code	Prior Police Contacts			Reason for Present Referral (G or H)	Referral Source (J)	Weekend Orientation Attended 1 = Yes 2 = No	Number of Weekend Sessions Attended	2-Week Course Completed 1 = Yes 2 = No	Reason for Non-Completion (K)
	Legal Viola-tions (G)	Juvenile Pro-blems (H)	Dispo-sition (I)						

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APPENDIX B

DEMOGRAPHIC DATA QUESTIONNAIRE

EVALUATION OF SURVIVAL PROJECT

RESEARCH QUESTIONNAIRE

All of the information in this questionnaire will be used for research purposes only. No participants will be identified by name and we request that names be omitted in completing the questionnaires. Thank you very much.

Code Number: ____________

Referral Agency: ______________________________

Residence of Participant:

Address: ______________________________

Town or City: ______________________________

Legal Guardian of Participant: __Mother __Father __Agency

__Other (specify) ____________

Birth Date of Participant: ____Day ____Month ____Year

Height: ____________________

Weight: ____________________

Race: ____________________

Sex: ____________________

SCHOOL

Last grade completed: ____________

Current status: ____Truant ____Active ____Good Standing

____Other (specify) ____________________

EMPLOYMENT

Current Job: ____________________ Date: ____________

Past Jobs: ____________________ Date: ____________

____________________ ____________

____________________ ____________

LIVING ARRANGEMENTS

Relationship of last person participant lived with prior to Program B:

____Mother ____Father ____Agency ____Other (specify) ____________

FAMILY

	Mother	Father
1. Natural Parents		
AGE:		
MARITAL STATUS:		
OCCUPATION:		
INCOME SOURCE:		

2. Siblings	Sex	Age
1.		
2.		
3.		
4.		
(continue)		

3. Other Interested Adults

Relationship: ____Caseworker ____Relative ____Employer

____Other (specify) ______________________

COURT HISTORY

Age at first arrest: _____

	Types of Offenses in chronological order.	Disposition	Date
1.			
2.			
3.			
4.			
5.			

APPENDIX C

TESTING MATERIALS

Demographic Data

1. Age: ____________

2. Sex: ____Male ____Female

3. Do you live with:

____one parent

____both parents

____other relatives

____guardian

____other ______________________________

4. Height: ________________

5. Weight: ________________

6. Town you live in: ______________________________

7. Grade in school: ____________

8. Have you been on a trip with this program before? ____Yes ____No

9. If "yes" how many times? __________

10. Type of employment of your father/guardian:

____service

____industrial

____professional

____farm

____not employed

____do not know

____other _________________________

11. Have you ever been arrested by the police? ____Yes ____No

12. If "yes" how many times? __________

Test Administrator's Checklist

1. Date: ____________________

2. Total number of Tests Distributed: __________________

3. Location of Testing Site: ______________________________________

4. Time Testing Began: ______________________

5. Time Testing Ended: ______________________

6. Number of persons present besides administrator and persons taking test:

   ____

7. Please report any environmental factors or unusual occurrences, such as noise, heat, interruptions, delays, etc., which might affect those taking the test:

   ____

   ____

   ____

   ____

APPENDIX D

PROGRAM A TRIP SCHEDULE

TRIP SCHEDULE

NAME

June 14 - 23, 1976 - Colorado
Mountaineering Trip

June 28 - July 7, 1976 - Quetico
Canoeing Trip

July 14 - 27, 1976 - Colorado
Mountaineering Trip

August 3 - 12, 1976 - Quetico
Canoeing Trip

August 20 - Sept. 2 - Wyoming
Mountaineering Trip

May 8 - 9, 1976 - Devil's Lake
Mountaineering Trip

May 22 - 23 - Devil's Lake
Mountaineering Trip

June 5 - 6, 1976 - Devil's Lake
Mountaineering Trip

July 11, 12, 13, 1976 - Undetermined
Canoeing Trip

July 19 - 22, 1976 - Undetermined
Canoeing Trip

July 31 - Aug. 1, 1976 - Devil's Lake
Mountaineering Trip

Aug. 16 - 18, 1976 - Undetermined
Canoeing Trip

Aug. 30 - 31 and Sept. 1, 1976 -
Devil's Lake
Mountaineering Trip

VITA

Graduate School
Southern Illinois University

Name: Sarah H. Andrew **Date of Birth:** January 12, 1949

Home Address: R. R. 1, Box 305
Makanda, Illinois

Colleges or Universities Attended	Years Attended	Degree Earned	Major Field
University of Wisconsin	1967-68		
Grinnell College	1968-71	A.B.	English
University of Washington	1970		
Washington University	1973		
St. Louis University	1974		
Southern Illinois University	1976-77	M.S.	Forestry

Thesis Title:

AN EVALUATION OF TWO STRESS-CHALLENGE PROGRAMS FOR DELINQUENT YOUTH

Advisor: Dr. Paul Yambert

Employment:

Teacher, Morrow County Schools	1971-72
Teacher, St. Louis Public Schools	1972-75
Instructor, Minnesota Outward Bound School	1975